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ABSTRACT

In three years, the Small College of California State College at Dominguez Hills has grown from a faculty of 12, with 130 students, to a faculty of 18, with 270 students. Objectives that guide the Small College's growth and development are: (1) effective functioning with a heterogeneous population; (2) the option of a three-year bachelor's degree; (3) the development of processes and procedures that can readily be adopted by other California State University and College campuses; (4) individualized programs of study and related experiences; (5) settings that facilitate and encourage faculty to evolve new professional roles; (6) integration of formal knowledge with life experiences; (7) quality plus efficient utilization of resources; (8) financial viability; (9) high academic standards; (10) a curriculum that reflects the best current science and scholarship; and (11) interdisciplinary rather than traditional, discipline-oriented education. The Small College has had success in redesigning the undergraduate curriculum; however, the program faces some specific challenges that are delineated. (Author/KE)

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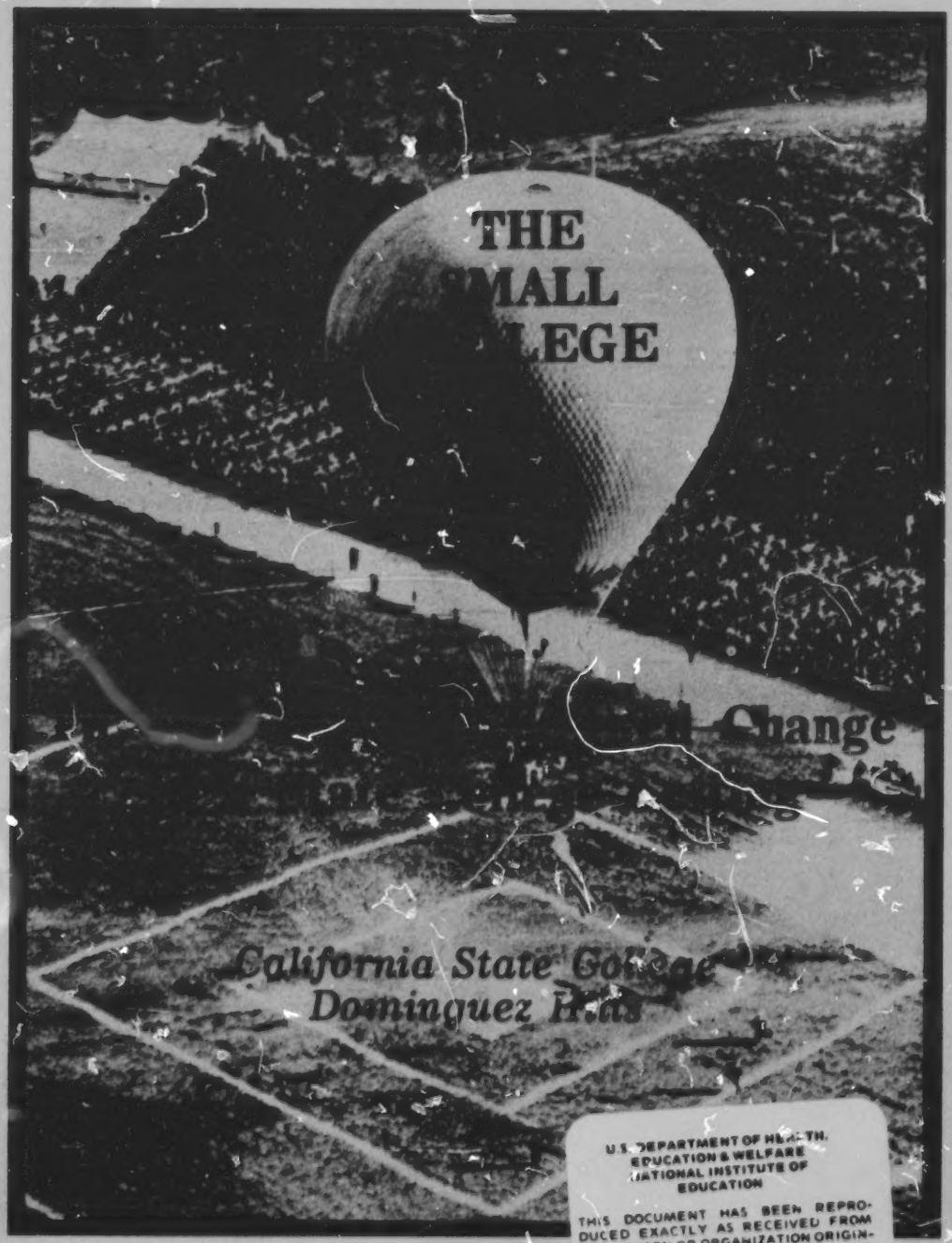

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THE SMALL COLLEGE
THREE YEARS OF PLANNED CHANGE
IN A STATE COLLEGE SETTING

September, 1975

The Small College

Division of Institutional and New Program Development

California State College, Dominguez Hills

3

Acknowledgements

This report was prepared by the Small College Evaluation Committee with the assistance of the Small College faculty and the Division of Institutional and New Program Development.

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Preface

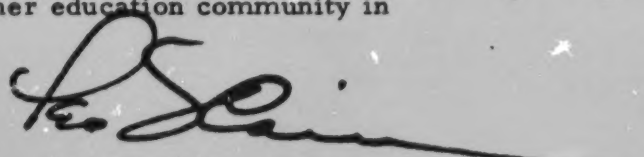
California State College, Dominguez Hills has a unique and enviable posture in educational innovation, pioneering and change. Since the inception of the college in the early 1960's, an important part of its Master Plan has included the Small College, conceived as a semi-autonomous experimental unit within the larger campus at Dominguez Hills.

Accepting and fostering the challenge for an educational facility such as the Small College, Chancellor Glenn S. Dumke and the administration of this campus took active interest and vigorous leadership in implementing the plan for the establishment of the Small College. A very important consequence of this interest, leadership and action resulted in a proposal to the Carnegie Corporation of New York for support of planning and implementation phases of innovative education programs throughout California. The Small College received an important share of this support.

While many people have contributed to the planning of the Small College, its successful implementation is due in large measure to the leadership of Dr. Robert M. Bersi, former Associate Vice President of Institutional and New Program Development, an all college Design Team and a dedicated faculty who successfully bridged the gap between design plan and operating reality.

In three years, the Small College experiment has demonstrated the viability of restoring to the individual his central role in the educational process while maintaining a high level of academic excellence. The state of curricular development has been enhanced by individually tailored programs and experiences which the Small College has designed to meet the needs and desires of a heterogeneous student population. New avenues for faculty development have emerged as faculty have had to assume new and expanded role responsibilities. Finally, flexible record-keeping procedures have been developed to reflect these new educational policies. In concert, these alternatives to current practices offer the promise of continued vitality for higher education as it seeks to fulfill its function to the general society.

It is our hope that the developments fostered by the Small College will continue to play an important role in educational change, both on the campus at Dominguez Hills and throughout the California State University and Colleges system, and also to the higher education community in general.



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Introduction

By the Fall of 1965, when the California State College at Dominguez Hills admitted its first students, the Trustees had already approved a provision in its original Master Plan for the eventual creation of a small innovative unit within the larger college. Although it was understood that such a possibility would wait until enrollment had reached the point where it became feasible, the original physical plant was designed to include a "small college complex". Then, in January 1971, with the publication of a challenge entitled "Some Proposals for Change in the California State Colleges" by Chancellor Glenn S. Dumke, this early conception at last seemed capable of implementation.

A November 1970 Carnegie Corporation report called Less Time, More Options had announced the availability of Carnegie funds for experimental programs which accelerated the baccalaureate degree. In response to these developments, President Leo F. Cain set into motion a strategy to develop a formal proposal for a Small College. First a group of seven faculty prepared the original proposal sent to the Carnegie Corporation and to the Chancellor's Office. The support needed for beginning a Small College was granted on the basis of their proposal. Next a nine-member interdisciplinary Design Team (including four students) met for six months, in coordination with the Chancellor's Office Division of New Program Development and Evaluation. This committee prepared an overall plan and a series of position papers to guide implementation of that plan. Finally, during July and August of 1972, the third group involved in planning the Small College, a newly hired faculty, met in a six-week Summer Planning Institute. From these sessions came the design for the first year's curriculum and the initial policies governing Small College operation.

In three years, the Small College has grown from a faculty of 12, with 130 students, to a faculty of 18, with 270 students. Both curriculum and policies have continued to evolve as the Small College gradually assumes its full stature within the College at Dominguez Hills. Yet each of the eight objectives advanced in the original proposal to the Carnegie Corporation, and the three

further objectives added by the first faculty in the Summer of 1972, has generally continued to guide the Small College's subsequent growth and development:

1. To test whether an experimental college can function effectively with a heterogeneous population which includes EOP (Educational Opportunity Program) students;

2. To test whether a means can be provided whereby a number of students can get a bachelor's degree in three years, with some taking more than three years, some taking less than three years;

3. To develop processes and procedures which can readily be adopted by other California State University and Colleges campuses;

4. To provide an individualized program of study and related experiences, jointly defined, scrutinized, assessed, and restructured as needed by the student and a member of the faculty to be known as the student's mentor;

5. To provide a setting which facilitates and encourages faculty to evolve new professional roles;

6. To enable the student to integrate formal knowledge with life experiences and to respond to both affective and cognitive ways of knowing;

7. Through continuous cost-benefit analysis, to ensure that the highest academic quality is achieved consistent with the most efficient utilization of resources;

8. To ensure that the Small College will be financially viable and that procedures and programs developed therein will be financially applicable for adoption by other California State Colleges;

9. To ensure that Small College courses meet high academic standards;

10. To ensure that curriculum as developed, will reflect the best current science and scholarship; and

11. To provide interdisciplinary, rather than traditional discipline-oriented education.

Following the first year of Small College operation, the Chancellor's Office commissioned an external evaluation of the Small College and of two other innovative programs funded by the Carnegie Corporation within the California State University and Colleges system. The Small College portion of this report, Implementation of Pilot Projects for Planned Change[1] by Dr. Willard B. Spalding (which drew upon a faculty-prepared evaluation statement), described the first year of program operation. Calling attention to the larger institutional framework within which this experiment has been conducted, he suggested changes which would be necessary if the Small College were to be able to fulfill its initial charge. Following the second year, the Small College faculty (with assistance from the Division of Institutional and New Program Development of the College) prepared their own evaluation of the experience to date. In this document, Two Years of the Small College: An Experiment in Student-Centered Education, the faculty offered many detailed accounts of what had occurred within the program in relation to its general purposes. Addressing other faculty primarily, this report stressed both the diversity of approaches tried and accomplishments which merited sharing with the higher education community.

Now at the end of three years, it is possible to look at the initial objectives of the Small College in the light of how the program has evolved during the intervening period of operation.

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[1]December 1973, Office of the Chancellor, The California State University and Colleges, Division of New Program Development and Evaluation.

Even in the first year, it had become apparent that the "three-year B. A." (Objective 2) represented a conceptual rather than a statistical norm. Nevertheless, after three years' experience with these original goals, the basic concepts upon which the Small College was founded have at least been tested against the time frame first proposed. It is hoped that this report, then, can evaluate the extent to which those objectives, as initially set, are still desirable and practicable within existing system constraints.

I. Curriculum Design

In designing the Small College curriculum, the faculty have remained committed to experimenting with new instructional techniques and multi-disciplinary combinations of subject matter, to testing the feasibility of a self-paced program for a heterogeneous student population, and to providing students with the opportunity to design their own programs according to their individual needs and interests. Simultaneously, Small College curriculum development has had to take into account the pertinent requirements of the California State University and Colleges system within which it operates--the system which supports the Small College and grants its degrees.

In its modularized courses, the Small College typically introduces students to the different branches of knowledge through the study of problems addressed by scholars within the various academic disciplines. For the General Education component, for example, the Small College offers a variety of topic-oriented modules from which students and advisors build individualized General Education packages, rather than a list of survey modules which each student must complete. Also, diverging somewhat from the conventional "major", the Small College offers interdisciplinary "Areas of Concentration". In consultation with his or her mentor, each student plans a program of study tailored to personal educational goals, rather than covering a single discipline in a pre-specified way. Finally, Small College students must complete a "Thematic Project", a component of the curriculum which offers the opportunity to integrate many different types of learning, both in and out of the classroom. A major project of the student's own choosing, this work forms a capstone to his or her educational career. In all three of these curriculum components, Small College students may apply significant learnings which take place outside of the classroom toward their academic program through Experiential Education and Independent Study.

A. GENERAL EDUCATION

Each student in the California State Univeristy and Colleges system is required by law to complete a minimum of 60 quarter units of General Education. Small College students too are expected to obtain some knowledge of the humanities, of the social and behavioral sciences and of the natural sciences. Each must also acquire all the skills necessary to his or her program of collegiate study.

Often beginning freshmen are required to take a number of introductory courses providing a broad overview of several disciplines before they begin more specialized study. In planning General Education modules for the Small College, however, the faculty has tried to select rather than to "cover" material, seeing this selectivity as a program strength. If students can learn how a specialist applies knowledge of a discipline to a specific problem or topic, this training can become a far better preparation for later study than the mere learning of any specific set of facts would be.

While no modules are specifically required (except the Writing Adjunct), students are assisted by their mentors in choosing a range of modules which fulfill the General Education requirements of the California Administrative Code, Title V: these include a breadth requirement, a basic skills requirement and a government requirement, plus General Education electives to meet the total sixty quarter units required.

The first of these requirements asks "that students take modules totaling 8 units and from at least 2 fields, within <u>each</u> of these areas: the Humanities, the Social Sciences, and the Natural Sciences. These 8 units per area may be distributed in any way between the two or more fields and need not be equally divided."[1] Since many Small College modules vary from the institutional norm of 4 units per course, students applying 1, 2, or 3 unit modules to their General Education breadth requirement often acquire competencies in three or four fields within each area.

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[1] Fall 1974 <u>Small College Catalog</u>, pg. i.

Many modules offered span two or more disciplines, so "the units of a single interdisciplinary module may be distributed among two or more of the areas of General Education"[1]; thus extending the student's flexibility even further.

Basic Subjects, the second broad classification entering into every state college student's General Education program, requires twelve units of training in skills which facilitate other learnings, traditionally including English composition in some form. Again, the Small College offers all its students increased flexibility in meeting the mandated requirements with a wide variety of Basic Subjects modules so they can each develop the specific competencies which their individual programs will require.

Competence in expository writing is the one skill required of all Small College students. This they acquire through the Writing Adjunct, a tutorial program replacing the usual freshman composition course and one feature of the Small College which has attracted wide interest and acclaim for its success in improving the quality of student writing while it engages students' interest in the process of writing. The Writing Adjunct can be taken in conjunction with any module which assigns sufficient writing (seven pages minimum). Thus, work done to satisfy the requirements of the regularly-scheduled module becomes the subject matter for personal composition instruction, in which the student proceeds at his or her own pace to attain a set of individualized goals. Both peer tutors and the writing instructor evaluate each student's progress toward these goals. Then, a culminating anecdotal evaluation by the instructor describes what the student has done and recommends areas in which he or she should work during future adjuncts. Each Small College student takes between three and five Writing Adjuncts at 2 units apiece. If a student wishes to challenge the requirement at any time, a broad sample of his or her writing is circulated for independent evaluation to a faculty panel composed of the Writing Adjunct instructor and two other faculty; the results are collated and a decision made. Incidentally, given the choice between the Writing Adjunct and standard freshman composition, Small College students have typically opted for the Writing Adjunct.

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[1]Ibid, pg. i.

Another Basic Subjects requirement, which applies only to Small College students who plan to pursue one of the sciences, is demonstrated competency in elementary computer programming. The Small College offers a module to develop this proficiency, or a student may learn the necessary skills elsewhere. And various other Small College modules are available to meet individual student's needs for skills in mathematics, statistics, speech, journalism, logic, creative writing and fundamental study techniques.

A third component of General Education is the statutory requirement in American History, the Constitution and State and Local Government. Occasional modules offered in the past by the Small College have satisfied part or all of this requirement. But, for the most part, students have been directed to meet the requirement by taking the regular courses or challenge exams offered for this purpose in the History and Political Science departments of the larger institution.

All of these General Education features have evolved in the context of the primary focus of the Small College as originally proposed: to restore to the individual his central role in the educational process. Thus, the beginning Small College student is presented with a wide choice of offerings, often focusing on a specific problem or theme, from which to compile a General Education program best suited to his or her educational needs. This approach has proved to be admirably suited to preparing the Small College student for the intensive interdisciplinary studies involved in the Area of Concentration. For illustrations, consult Appendix A (pp. 75-76) which lists all modules offered during the 1974-1975 academic year which could be counted toward General Education. (Many of these modules, however, could also be applied to a student's Area of Concentration.)

B. AREAS OF CONCENTRATION

In place of the specialized subject matter areas traditionally offered toward the baccalaureate, each student in the Small College chooses one of four broad interdisciplinary Areas of Concentration.

Each is flexible enough to serve varied student interests and needs. By becoming involved in his or her own educational planning, the Small College student is encouraged to think seriously about personal goals and, consciously, to design a more purposeful program of studies. Such training in self-determination potentially gives students an extremely wide variety of post-baccalaureate options. For work or further study in many fields, a generalist preparation is coming to be more and more highly valued. On the other hand, this system obviously places considerable responsibility on students who may be accustomed to merely completing an assigned list of required courses.

Currently, Small College students may choose an Area of Concentration in Civilizations; in Science, Technology and Society; in Human Studies; or in Environmental Studies. In general, these Areas of Concentration require a designated distribution of between 50 and 55 units (compared to the 36 units required for the usual departmental major). While the Area specifications may designate some particular modules, usually the Concentration is defined in terms of interrelationships among subject matter fields which it asks students to make. The Area of Concentration in Civilizations "is designed to encourage students to explore the thought and institutions of one or more cultures, and through more than one time period."[1] The Science, Technology and Society Area of Concentration "is designed both to provide students with a firm foundation in the understanding of science in general, and to offer students insights into the impact of science and technology on society."[2] The Human Studies Area of Concentration "provides a broad, interdisciplinary foundation for the student who is interested in learning about the experience of being human". It "allows the student to explore human existence from the perspectives of the social and behavioral, and biological-physiological sciences."[3] Finally, Environmental Studies "is designed to give the student a firm basis for under-

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[1] 1975-1976 California State College, Dominguez Hills Catalog, pg. 318.
[2] Ibid., pg. 321.
[3] Ibid., pg. 320.

standing and defining environmental problems along with the practical skills and experience necessary to find solutions to these problems."[1] The actual guidelines from each Area have been reproduced in full as Appendix B (pp. 77-82).

Because of its small size, the Small College faculty obviously cannot offer the entire range of modules applicable to every possible Area of Concentration. Thus, the program makes liberal use of the many courses offered by faculty in the larger institution. Each student's Area of Concentration may also include some significant proportion of Independent Study work, expanding still further the opportunities for program individualization.

This concentrated study undertaken in the Area of Concentration, then, balances the wide-ranging General Education a Small College student has received. And it also correlates appropriately with the third major component of the Small College curriculum, the Thematic Project, which blends depth and breadth in study of a single topic chosen by the student.

C. THEMATIC PROJECT

The Thematic Project is perhaps the single most distinctive feature of the Small College program. It entails an individually designed and substantial body of work on a particular theme or topic which relates to the student's own interests and talents. Building this curricular component has posed the Small College faculty with their most demanding challenge. Simultaneously, it has conferred outstanding educational benefits upon students, who are learning how to conceive independent approaches to creative problem solving, how to write clear proposals defining what they plan to do and how to follow through with a major undertaking from beginning to end. Above all, completing a Thematic Project trains students to become independent thinkers and workers.

[1] Ibid., p. 319.

The current policy requires each Thematic Project to have three parts: the student begins by writing a proposal; next comes the fieldwork research and/or coursework; and finally he or she must prepare the concrete evaluable product--which may be a long paper, a film or dramatic production, or even a set of demonstrable competencies: i. e., something the faculty can look at and evaluate. Ordinarily, the student is expected to submit between 15 and 45 units of related work under these three headings (with the proposal receiving 2 units and the concrete evaluable product a minimum of 2 units) to complete the requirement. When a student has amassed about sixty units toward graduation, it is time to begin selecting a Thematic Project topic and a faculty advisor, upon whose continuous expert guidance and evaluation his or her progress will depend. Many students work with a team of faculty advisors, receiving guidance from faculty in regular departments at California State College, Dominguez Hills, as well as Small College faculty.

Once the student has written his or her proposal (with the advisor's aid), it is submitted to the Thematic Project Committee. This group consists of representatives from all the Areas in order that it might evaluate proposals from different fields. The Committee judges whether or not the proposal clearly defines the project, the means to be used in doing the project and the evaluable product to be submitted at the end. The Committee must also try to assess the project's academic validity, its practicability for this student, and whether it is of sufficient magnitude to justify its status as the culmination of the student's academic career. If a proposal is not approved, the student is given a written explanation with details of how he or she can bring the proposed project up to standard.

This particular component of the Small College curriculum has succeeded in providing students with educational opportunities normally unavailable in college, but relevant to their academic goals, their careers and avocations, and even their personal development. Titles of all Thematic Proposals approved to date are listed in Appendix C (p. 83) for illustration.

D. EXPERIENTIAL EDUCATION AND INDEPENDENT STUDY

In all three of the Small College curriculum components General Education, the Areas of Concentration and the Thematic Project--students may count units earned for non-classroom learnings through the judicious use of both the Experiential Education and the Independent Study options.

Experiential Education in the Small College enables students to examine life experiences in relation to formal learnings, and vice versa, while receiving academic units for the learning which takes place. Also, students can accelerate their progress toward the B.A. by enrolling in Experiential Education. Since the majority of Small College students work out of economic necessity, this feature allows the faculty to develop student-centered learning experiences around activities in which students are already involved. Further, the Small College has expanded the usual scope of Experiential Education beyond jobs alone. This option thus provides a depth and breadth of exposure often lacking in a purely academic program. Generally, Experiential Education credit can be granted for many types of experience, as long as academically valid learning objectives can be specified in advance and assessed upon completion. As the procedures in use require, a written description of the learning goals must first be approved, and the student must actually attain the agreed upon learnings before units are granted.

The second non-classroom learning option included within the Small College curriculum is Independent Study, which a student may negotiate with an individual Small College faculty member. This academic work may then be applied to General Education, to Area of Concentration work, toward a Thematic Project, or as elective units, whichever is appropriate. With any Independent Study contracted for, units will be awarded according to the work done. But first the student will need to specify (with the assistance and consent of the supervising instructor) the problem to be investigated, the origin of the idea for the study, the method of enquiry and the nature of the evaluable product. Then the instructor will need to specify the learning objectives, the mode of evaluation and the number of units to be awarded for this work. In addition, some self study learning packages are currently available through individual Small College faculty members.

II. Faculty Role in Curriculum Innovation

The first distinct designs for the Small College curriculum were developed by the group who wrote the original proposal to the Carnegie Corporation. These initial conceptions were then modified by a Design Team, appointed after foundation support was assured, who prepared an overall plan and position papers to guide its implementation. All this was merely preliminary, however, to the role played by a newly hired faculty who developed the first year curriculum and set initial policy. As new faculty have been added and new approaches deemed more feasible, continuous changes have been made. Small College faculty have thus had to assume a myriad of new duties beyond those normally required in an established curriculum. Certainly the Small College faculty's primary responsibility, to develop processes and procedures which can readily be adopted by other California State University and Colleges, has required a pedagogical awareness among faculty going beyond the typical understanding of teaching, which has stimulated the development of these new professional roles.

Encouraged to innovate, the Small College faculty member has first had to become open to a range of instructional possibilities, often beyond what he or she may have experienced as a student. Secondly, each Small College faculty member has had to become a mentor, a personal advisor and friend with whom students can discuss personal as well as academic problems. Such close student-faculty relationships have proved necessary to provide the guidance required when each student individualizes his or her own program to suit personal interests and needs. Third, in order to implement a flexible educational program capable of rapid modification, the Small College faculty has been afforded considerable curricular autonomy. This responsibility has required faculty to take on a greatly expanded role in college operations, not only designing modules and teaching them, but engaging in continuous curricular review on all program levels as well. Fourth, to implement the educational policies of the Small College program, faculty have assumed a variety of other duties usually considered to be administrative, including the development of registration, scheduling and recordkeeping procedures; the calculation of workload determinations; and the institution of graduation checks and other special evaluation procedures. And finally, since the

Small College Staff remains incomplete, faculty have had to carefully consider how best to complement their number through new appointments and faculty exchanges.

Each of these responsibilities--curriculum innovation, mentoring, curriculum review, development of procedures for monitoring academic progress and faculty resource allocation--has created obvious workload conflicts. Since these extra duties associated with developing an innovative program and making it work are not included in the systemwide workload formulae, faculty have had to find ways of handling them in addition to their normal teaching loads. Such expenditures of additional effort, while clearly necessary to develop a new unit, can affect faculty morale. Furthermore, the heavy workload may limit the time faculty can devote to scholarly work outside of the Small College and, thus, their ability to keep abreast of developments in their respective disciplines.

A. CURRICULUM INNOVATION

The new role assigned to Small College faculty as innovators has been accepted without qualification and they have developed modules which employ a variety of innovative structures. Few of these options are totally unprecedented, but taken together, they have produced an exciting new range of possibilities, including interdisciplinary modules, variable-length and variable-unit modules, "student-taught" modules, peer tutoring and two specifically new programs, the Writing Adjunct and the Physician's Assistant Program.

1. Interdisciplinary Modules. From the start, the Small College faculty have committed themselves to developing interdisciplinary modules. The problem-solving orientation of Small College offerings in itself involves looking at a topic from more than one perspective. So, a number of individual faculty members who are knowledgeable in more than one discipline have designed interdisciplinary modules. Team-teaching, practiced in many settings to achieve an interdisciplinary perspective, has also been popular in the Small College. Almost every member of the Small College faculty has chosen to be involved in at least one such module.

Closely related, but separate, modules offered during the same quarter by two or more faculty members (called complementary, or linked, modules) offer an alternative to the problems inherent in the individual and team approach. These complementary modules can offer different approaches to a common subject matter, or similar approaches to entirely different subject matters. An advantage is that any two faculty members can design and offer such modules to students with no special administrative arrangements except for publicity. (For examples illustrating the use of these modes, see Appendix D, p. 85).[1]

2. Variable-Length Modules. The Small College has experimented with a variety of scheduling strategies. Currently, most modules are designed for five or ten week time frames, with new modules starting every five weeks. Not only do the shorter "mini-modules" mean that certain topics can be taught which might not justify a full academic quarter of a faculty member's time, but students can be moving ahead into new learning more frequently, provided they allocate their time carefully. A special innovation called Intensity Week schedules one-week intensive learning experiences during a week when no regular classes are held. Although it shortens the duration of quarter-length modules by one week, Intensity Week has opened up many exciting learning possibilities which are almost impossible within a conventional schedule. All participants have generally felt it was a worthwhile experience, although the number of nonparticipants raises questions about how effective use it makes of resources. (For sample titles, see Appendix D, pp. 85-86).

3. Variable-Unit Modules. About one-fourth of all Small College modules offer a range of units where students can select a workload to suit their available time. These variable-unit modules take many forms. In a certain sense, any module offered with a Writing Adjunct is variable-unit. Many instructors have built an augmented unit into their modules for the student who completes a specified extra work project, such as an

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[1] For extended discussions of these and other Small College Innovations, see Two Years of the Small College, available from the Office of the Director, The Small College, California State College at Dominguez Hills, Dominguez Hills, California 90747.

additional research paper. In Independent Study, furthermore, the student and instructor design an individualized contract, specifying course objectives and designating units, often variable. Typically, modules which involve field work will grant varying numbers of units depending on the nature of the work the student does and the amount of time he or she spends in the field. While not all the forms tried could be called equally successful, all of these methods are a start in the direction of allowing students the opportunity to learn at their own pace.

4. "Student-Taught" Modules. A "student-taught" module is conducted by an individual student under the direct supervision of a faculty member who maintains ultimate responsibility for it. The content and unit totals assigned to such a module must be approved both by the Small College Curriculum Committee and by the entire faculty before the student is allowed to teach. The student must have expertise in the subject offered, of course, and the faculty member must remain continually available to assist the student in setting up the module and devising teaching strategies; always, the faculty sponsor assigns the class grades. Students acting as teachers have offered interesting and unusual modules which would not otherwise be offered (see Appendix D, p. 86). Also, proposing, planning and teaching a class is a major learning experience for the student teacher. The Small College faculty awards Experiential Education credit to the student teacher in recognition of this learning.

Student teachers do encounter problems when they begin. It may be hard for a student to coordinate enough materials or to choose materials of sufficient quality to enrich a module and provide intellectual stimulus for students. A student might not plan as theoretical a module as a faculty member would. Inexperienced instructors are often less able to predict the probable success of specific teaching techniques, and they may not have anticipated the great demands on their time which teaching will make. All such problems require the faculty supervisor's assistance. Faculty supervisors of such modules have reported, however, that their student instructors possessed enthusiasm for the subject, genuinely desired to gain experience in college teaching, knew the areas covered and handled their classes very well. As long as close faculty supervision ensures the academic validity of student-taught modules, it would seem they can be a worthwhile addition to a college program.

5. Peer Tutoring. Because of limitations on their time, several faculty who teach large-enrollment or totally self-paced modules have experimented with training more advanced students to act as tutors for beginning students. The benefits to this arrangement extend far beyond cost-effectiveness, though. Students, who are sometimes more accessible to other students than faculty are, both psychologically and physically, may thus be able to provide other students with a new attitude to the process of learning. Student tutors were selected for their mastery of basic academic skills and module content and for their ability to relate to other students. They were awarded academic credit (but no pay) for their participation as peer tutors. Approximately one-half of all Small College students utilized a peer tutor during the 1974-1975 academic year. They particularly liked the individualized attention, the emotional support and the outside opinions of classwork which they received, as well as tutors' availability. At times, they felt, the program was somewhat disorganized and provided insufficient feedback on assignments. Peer tutoring succeeded best with self-paced modules and where bi-weekly training sessions were provided for the tutors. Lack of adequate work space, lack of assigned time for the supervising faculty, the passive role of many students tutored and the necessity for assigning letter grades for the peer tutoring module detracted from the program's efficacy.

6. The Writing Adjunct. The "Writing Adjunct" attaches a writing program to regular modules, recognizing the fact that students write best when they have something to say. The research done for the particular module, whatever it may be, provides the student with his or her subject matter, now with the added incentive of knowing that the paper will receive credit in the regular module and in expository writing as well. The program assumes that all college students should learn to express their thoughts in writing, whatever their discipline. Thus, a Writing Adjunct student is free to submit a paper from any discipline: he or she then learns the conventions of writing proper to that discipline.

The initial idea of the Writing Adjunct was generated by the Small College faculty during the first Summer Institute in 1972. The Writing Adjunct operated during 1972-1973, but as an overload on existing faculty, so many of the possibilities of the

initial concept went unrealized. Then, in the 1973-1974 academic year, a special one-year position was funded by the California State University and Colleges' Fund for Innovation. Now the program is in full operation with a permanent faculty member in charge (though it is still in the process of evolution). The fact that this program is adjunctive to other modules reflects support from the faculty as a whole to the improvement of student writing. Various Small College faculty have helped develop the Writing Adjunct program from its initial conception by generating goals for the three levels of competence within the program, by helping to evaluate students who challenge the requirement and by designating those of their own modules adaptable to the Writing Adjunct. Every Small College instructor approached has been willing to work in some capacity with the Writing Adjunct.

7. The Physician's Assistant Program. During the 1974-1975 academic year, the Small College initiated a truly unique curricular innovation. The training program for physicians' assistants which is offered at the Charles R. Drew Postgraduate Medical School was incorporated into the Small College curriculum and offered as a Field of Emphasis entitled the "Physician's Assistant Program" under the Human Studies Area of Concentration. (See Appendix B., p. 86, for a fuller description of how this program is administered.) The purpose of the Physician's Assistant Program is to train para-professionals who can assist physicians in examinations and diagnosis and who can provide direct patient treatment and care. The Drew Postgraduate Medical School began training physicians' assistants in Fall 1971 with the approval of the California State Board of Medical Examiners. Approval by the Board specifies that the program meet the following educational requirements: 1. completion of college-level courses (or their equivalents) in Psychology, Cultural Anthropology or Sociology, English, Mathematics, Anatomy, Physiology and Microbiology; 2. completion of an approved Physician's Assistant Program; and 3. completion of the Associate of Arts Degree or its equivalent in coursework.

Prior to the affiliation between Drew and the Small College, students were completing these requirements in affiliation with Compton College. Many students, however, had expressed interest in pursuing a baccalaureate degree by completing the additional degree requirements. Because of its interdisciplinary and flexible

program, the Small College was ideally suited to provide the prerequisite entrance reqirements as well as the additional work necessary to complete the B. A. In particular, the Thematic Project provided an opportunity for Drew students to integrate their theoretical and applied learning on advanced topics of their own interest and choosing. Review by Small College Natural Science faculty confirmed the compatibility of the Drew program with Small College philosophy: Drew courses are all multidisciplinary and oriented to problem-solving; they include performance objectives, challenge examinations and competency-based checklists in accord with the original Small College policy; and they cover material from cross-disciplinary areas. Consequently, the Small College faculty recommended that the Physician's Assistant Program be accepted as a Field of Emphasis within the Human Studies Area of Concentration, and administrative procedures were developed and approved to implement this recommendation. This collaborative effort achieves a significant interface between a degree-granting institution and a non-degree-granting, career-oriented institution. Students who complete the Physician's Assistant Program not only receive practical career training, but earn a B. A. and its associated benefits in educational breadth.

B. MENTORING

The Small College is built around an advising capability, called "mentoring", designed to make program flexibility work and to provide the close student guidance necessary for coherent individualized study. Each faculty member is assigned an average of 18-20 students with whom he or she works, closely and continuously, throughout their undergraduate education. As primary advisor, resource consultant and evaluator, the mentor is responsible for working out with each "mentee" the design of his or her study program and for monitoring progress and consulting on all program modifications. A student can change mentors on request.

Both in theory and practice, the mentor-concept requires close contact and cooperation between professor and student. The mentor serves as a resource person, advisor and "sounding board" suggesting options and alternatives and helping the student obtain the information necessary for sound decision-making (though

avoiding making arbitrary decisions for the student). This close student-faculty relationship helps smooth over the academic and administrative difficulties so characteristic of a new college, where policy and procedural changes are constantly being made. And from the student point of view, responses to a questionnaire (administered in June 1975) indicate that 49 out of 66 students feel that their mentor is usually available when they want to see him or her. And when asked "How many times per quarter do you normally see your mentor," the students responding to the questionnaire answered as follows:

Seldom	1
Once	22
Twice	12
Three times	9
Four times	7
Five times	11
Several times	4
	66

This contrasts positively with the situation in many colleges where students see an advisor only once per year, if that often. Furthermore, in response to the question "Is there another faculty member with whom you regularly confer", fifty percent answered "yes".

These findings suggest that the mentor system has helped to create a climate in which students find faculty available. The majority of students see their mentor each quarter for module sign-up and academic advising. Many also discuss a myriad of career, personal and informational items, and many come "just to chat". Of course, students with severe skill deficiencies often take up a huge amount of faculty time, while other students, who see mentoring as free psychological help, can dissipate faculty energy unproductively. (The opposite situation -- where students see their mentor too seldom, particularly for program advisement and pre-registration module sign-up -- sometimes poses a problem too.) More generally, there is a clear need for appropriate faculty workload adjustments to compensate for this additional effort mentoring requires over regular advising. During this past year, the entire mentoring function was at another disadvantage because of the temporary facilities being occupied by

the Small College while its permanent space was being remodeled. Separated only by incomplete partitions, faculty offices offered no privacy for the confidential exchanges encountered in a true mentoring relationship, which doubtless contributed to some students' perceptions of faculty inacessibility. Clearly this type of program, depending as it does on the mentoring function, requires a compatible physical plant configuration.

Beside time and the appropriate facilities, the mentoring function also requires that faculty have a reasonable idea of what modules will be offered during the coming quarter (and preferably the next several quarters) so they may better assist students in planning their individual programs of study. The other requirement for satisfactory mentoring is current information about a student's past performance so the mentor can meaningfully monitor his or her progress. (The Small College student recordkeeping system has made significant advances this past year and is discussed more fully under Development of Procedures for Monitoring Academic Progress; see pp. 29 ff.)

Faculty believe that the mentor system has contributed both to the retention of students in college and to the success of the individualized academic programs Small College students pursue. They hope that the inherent problems, particularly that of time, can soon be overcome and the mentoring function be revitalized.

C. CURRICULUM REVIEW

As one would expect of an experimental college, the Small College curriculum undergoes constant change. As a result, it is imperative that the Small College maintain rigorous review procedures to ensure the academic excellence of every program phase. Accordingly, four procedures exist for this purpose: module review, Thematic Project review, Experiential Education review and pregraduation review.

1. Module Review. According to their backgrounds and interests, the Small College faculty are classified into three broad, overlapping groups: Civilizations, Human Studies, and Science. The first two groups consist of faculty teaching in the two corres-

ponding Areas of Concentration, and the Science group consists of faculty involved in the Areas of Concentration in Science, Technology and Society and in Environmental Studies. Each Area group has the primary responsibility for reviewing all modules proposed for that Area, with modules which may apply to more than one Area being reviewed by each of the Area groups involved. Formal review of a module by the Curriculum Committee often takes place after an Area group has informally discussed its content and its relevance to the program, perhaps at the request of a faculty member who has seen the need for a certain type of module.

Review of an instructor's qualifications poses the first area of examination. Since the Small College faculty is small (12 in the first year and 16 in the third year), there is practically no overlap in their fields of expertise. Without the needed peer review, an instructor's qualifications have usually been evaluated solely on the basis of paper documentation. On a very few occasions, an instructor's qualifications have been accepted based on his or her long-established avocational interests. Small College module descriptions are usually quite detailed, including both the content of the module and also the expected student workload: e.g., the number of books to be read, tests given, or papers required. Based upon this information, the Area group next conducts a preliminary review of (a) the unit total assigned--relative to the work expected of a student, (b) the level of sophistication--relative to the designation of upper or lower division, and (c) the appropriateness of Area designation. Furthermore, to minimize redundancy, the Area groups also check to make sure modules do not substantially duplicate any courses offered in the large college. After this preliminary review by the Area group, modules are reviewed by the Small College Curriculum Committee, which is composed of a chairperson and five members, one from each of the three Area groupings, with two more from the general faculty who have a particular interest in General Education. This Committee seeks to emphasize uniformity of unit assignment and of upper and lower division designation, as well as the overall cohesiveness of the modules offered in any quarter.

Prior to the Spring 1975 quarter, all the Small College modules offered, except Independent Study, were reviewed by this process. Beginning with Spring 1975, the Curriculum Committee instituted a preliminary procedure for reviewing all Independent

Study as well. Again, the primary responsibility rests with the Area group. One difficulty with this, since a possible Independent Study is often discussed in the beginning of a quarter, is that little time may be available for the Area group and the Curriculum Committee to thoroughly review it before it is begun. Another problem derives from the fact that the content of an Independent Study is usually initiated by a student's interest, and his or her choice of a faculty member to direct that Independent Study is determined by familiarity. So it may happen that a particular Independent Study involves a field only peripherally related to the faculty's extertise. The Curriculum Committee thus can find itself in the dilemma of either denying the student this Independent Study, without providing any acceptable alternative, or approving it with the hope that a satisfactory resolution can be found.

Certainly, one major weakness of the present curriculum review process is the amount of time it consumes. Often review of a given quarter's curriculum has had to begin during the first two weeks of the quarter before. The greatest difficulty with this kind of time schedule is that, where modules are sequential and the next quarter's module offerings depend on the success or failure of this quarter's modules, it becomes difficult for any instructor, however experienced, to adequately evaluate the first module while it is just beginning. A lack of precise standards for evaluating non-traditional learning also contributes to the difficulty in establishing a properly rigorous review process. Existing criteria used in determining the unit total, upper vs. lower division designations and many of the other measures involved in curricular review are best suited to the review of traditional classroom or laboratory courses; and they are most inadequate for reviewing situations where the learning takes place outside a formal classroom. Without varying these set standards, however, the Small College finds itself constantly struggling to fit an innovative program into existing formulae. As a result, the Small College may unwittingly be finding itself conforming more and more to the traditional ways and therefore less and less able to innovate, as it was originally charged.

2. <u>The Thematic Project Review.</u> As described above under Curriculum Design (see pp. 10-11), each individually designed Thematic Project is first reviewed on the basis of the proposal prepared by the student, with the guidance of his or her Thematic

Project advisor. This proposal must include: 1. a brief description of the proposed project, 2. a discussion of the origin and development of the idea, 3. a statement of the objectives the student hopes to achieve in doing the project, 4. a description of the learning methods to be used (i. e., modules, fieldwork, research and the final evaluable product), and 5. an estimation of the expected workload, and therefore the units to be awarded, for each component of the project. The proposal review is conducted by the Small College Thematic Project Committee, which consists of four faculty members, one each from the three Area groupings and a fourth representing the Small College Experiential Education Committee. (The latter is included because most proposed Thematic Projects involve some experiential fieldwork.) In addition, there are also two voting student members on the Committee.

Upon receipt of a proposal, the Committee assigns two of its members to review it in detail for academic validity, relevance to the student's academic program, degree of difficulty relative to the student's academic background and proposed unit assignment for each component of the project. Normally, one of the two reviewers is in the general field of the proposed Thematic Project. This team then reports their findings to the Committee during one of its regularly scheduled meetings. Often the faculty advisor of the project is invited to attend the Committee's deliberations to clarify any matters arising from the proposal. A written report of this review is then prepared by the chairman of the Committee to inform the student and the advisor of the proposal's acceptability (Appendix E, p. 88). If the Committee reports negatively, it lists the reasons for the rejection in the report. Although most proposals require revision to provide additional information needed for a proper review by the Committee (such as clarification of the proposed methods to be used in the project, or justification of the range of units proposed for some part of the project), a Thematic Project proposal is seldom rejected totally. In general, at least 4 weeks are needed to review any proposal. To keep all the faculty informed of the nature of the Thematic Project proposals submitted by the students and their progress through the review, the Committee periodically publishes lists of Thematic Project proposals that are being processed by the Committee and the review status of each.

The most common revision request pertained to the range of units proposed for the various components of a project, since there is seldom any precise standard against which to measure the student's anticipated workload for the different blocs of academic units to be awarded. For example, if a student plans to set up a five-day workshop, his or her effort in planning, coordinating and running this workshop might be assigned 2 units. Should this valuation be reduced if the student has had previous experience in planning a workshop, even though the topic may be different? Or, how should units be assigned if the student plans to run a series of workshops, all related, but different from each other? Such questions arise constantly. Obviously, quantitative measures alone cannot be the sole determinant of appropriate unit assignments, but qualitative measures involve ambiguity, which may be interpreted by the student or advisor as inequitable. The basic guideline presently used by the Committee in unit assessment is that "one quarter's work by a student in a normal intensity course is worth four units," with the relevant parameters of intensity being the amount of time to be spent, the number of different kinds of educational experiences to be encountered and the amount of intellectual growth to be shown.

Review of the final product is primarily the responsibility of the advisor, based on the accomplishment of the learning objectives proposed by the student in the beginning of the project; the Thematic Project Committee serves in an advisory capacity. In cases where the advisor's demonstrable competency clearly lies outside the area of the Thematic Project, a second reader with competency in the field of the Thematic Project will be required for consultation, at least during the last quarter of work, and to assist the advisor in evaluating the project. This method poses many problems, as yet unsolved, such as the status of the second reader in the Small College and possible compensation, to name only two. The Thematic Project Committee continues to seek equitable solutions to these problems.

Another problem in Thematic Project review is the lack of a clear division between the Committee's and the advisor's responsibilities. Theoretically, the advisor alone should determine the content of a project and the methods to be used in completing it, with the Committee's responsibility being review of the project's academic validity and unit assignment. In practice, however, it is

almost impossible to review a proposal without examining its content. As a result, conflicting opinions have occasionally developed, an especially serious problem when a final product is in question. Grading Thematic Projects may also present difficulties. Since the maximum number of units which a student in the California State University and Colleges system may take on a Credit/No Credit basis is 32, by the time a Small College student begins his or her Thematic Project work, most if not all of these Credit/No Credit units have been used. As a result, most students must receive letter grades for their Thematic Project work. A Thematic Project, however, is an individually designed body of work, acceptable only if all the stated objectives of the project have been fulfilled and if the academic standards set up by the Small College faculty have been met. Furthermore, because of its individualized nature, there is no standardized module description for this portion of the student's academic work. Under these circumstances, a letter grade becomes meaningless, especially if no detailed explanation is attached to it. A Credit/No Credit grade, coupled with a detailed anecdotal evaluation of the student's progress and degree of accomplishment, would be much more informative and meaningful.

3. Experiential Education Review. Unlike the review of curriculum and the Thematic Project, Experiential Education review is the responsibility of the Experiential Education coordinator. A student may begin Experiential Education at any time during the quarter. Prior to starting, however, a student must prepare a brief description which clearly specifies, in performance terms, the learning goals to be met. This document is then submitted to the Experiential Education coordinator for evaluation. Based upon the learning goals proposed by the student, the coordinator will first determine what academic value these learning goals have to the student's total program in the Small College. Only after the academic validity of the experience is established will a number of units to be awarded be recommended, based on the types of learning goals involved and the amount of time the student expected to spend on the job. If the student is dissatisfied with the recommendation, he or she may appeal to the Experiential Education Committee.

The student is expected to consult with the Experiential Education coordinator at least once every two weeks to re-evaluate the performance objectives and to determine his or her progress toward meeting them. As with all other Small College courses, no credit will be awarded if the agreed upon objectives have not been

attained. Final evaluation involves a self-evaluation by the student of the experience, a detailed list of the activities or skills learned, and the supervisor's evaluation of the student's performance. Primary responsibility for certifying that goals have been completed and that units should be awarded, however, rests with the Experiential Education coordinator. Whenever possible, the Credit/No Credit grade will be awarded in place of the letter grades.

Under special circumstances, a student may petition the Experiential Education Committee to receive credits for academically valid past experiences not reflected on any official transcript. This policy acknowledges the validity of many past activities and work experiences found particularly in the background of older students. All requests for past experience units are individually reviewed by the Experiential Education Comittee according to the following guidelines:

1. If a past experience is clearly related to the student's educational or occupational goals, the Committee will consider awarding units for that experience after receipt of a description of the kind of learning and personal growth that took place and verification of the experience by letters of recommendation from the student's former supervisor, plus any certificates received for the experience.

2. If the relationship between the student's past experience and his/her educational or occupational goals is not evident to the Committee, it will recommend that the student "test out" of a course with equivalent academic content. If the nature of the experience precludes this possibility, the Committee will require, in addition to the two documents mentioned in #1, that the student explain in writing the relevance of the experience to his or her academic program before it will consider awarding units.

4. Pre-Graduation Review. Throughout the California State College at Dominguez Hills, the work necessary for a pre-graduation review is largely clerical and performed by the Office of Admissions and Records. Up to a point, the Small College is no exception. But, because of its flexible program, the Small College's graduation requirements are not all defined in lists of required and optional courses. Close and continuous academic advisement by a mentor throughout the student's educational career will have sought to ensure that the program designed for that individual student is cohesive and of high academic quality. But, since a student's mentor was initially assigned at random, that mentor may not be in the same field as the student's Area of Concentration. To provide the necessary pre-graduation review, the Area goup assumes primary responsibility.

This process usually begins at least two or three quarters before the student's anticipated graduation date. The mentor and the student together prepare pre-graduation advisement forms (reproduced as Appendix F, pp. 94-99), grouping all the modules that he or she has taken (or has yet to take) under General Education, Area of Concentration, Thematic Project and program electives. The mentor then checks the prepared lists to make sure that all the graduation requirements for each component of the program--upper division course requirements, statutory requirements, and so forth--have been completed. After this preliminary review is completed, the forms are forwarded to the respective Area groups who review them for cohesiveness and academic quality, to ensure that they do indeed meet Area requirements. The Area group may suggest that the student take additional modules, a method which is feasible only if the review takes place early enough in the student's progress (ideally one year before the student's scheduled graduation date). Should this review be delayed until the last quarter or next to the last quarter before the student's anticipated graduation, it may become very difficult to implement any suggestions the Area group may offer, especially since most students are intensively engaged in their Thematic Project work during their last quarter in college and have little time available for additional course work. Occasionally, the Area group is faced with the dilemma of either forcing the student to postpone his or her graduation for a quarter or ignoring possible inadequacies of the academic program the student and mentor have worked out. Following this pre-graduation review by the Area groups, a final review, primarily clerical, is

conducted by the Small College Grading and Graduation Committee before the forms are sent to the Admission and Records Office of California State College, Dominguez Hills. This office then checks the program against their official records to make sure that no discrepancies exist and that all the graduation requirements have been met. Difficulties may arise here when the personnel in Admissions and Records have not been properly informed of the Small College graduation requirements. (See Appendix G, p. 101, for the current sequence of Graduation-Check Procedures.)

D. DEVELOPMENT OF PROCEDURES FOR MONITORING ACADEMIC PROGRESS

Since the Small College emphasizes a student-centered curriculum with competency-based evaluation, it has been necessary to modify certain of the usual academic monitoring procedures. As with the grading policies and mentoring practices, special registration procedures and recordkeeping systems have been developed to meet the particular needs of the Small College program.

1. Grading Policies. During its first year, the Small College experimented with an evaluation system that recorded only those modules a student completed. In place of conventional letter grades, the faculty prepared detailed anecdotal evaluations of students' progress in each module. Then in the 1972-1973 academic year, the faculty revised its original Credit/No Record grading policy as directed, to comply with that established for the California State University and Colleges system. Letter grades are now used in all modules, except for a few where the letter grade is clearly inappropriate. In such modules as Writing Adjunct and Study Skills, and in others chosen by the student, he or she is graded Credit/No Credit only (up to a maximum of 32 units).

The administrative symbol "SP" (Satisfactory Progress) is automatically assigned to modules that run over any quarter break (such as Thematic Project Fieldwork/Research or "Fundamentals of Film Making," a 20-week module), and to any self-paced module which a student has not completed by the end of the quarter. In the latter instance, a student must file a contractual Module Extension

form, on which the instructor specifies the work to be completed and the proposed date of completion (up to two quarters of additional time). This use of SP, originally intended to facilitate self-pacing, has more often served to decelerate students' progress, thus creating an accumulation of unfinished modules from previous quarters which overload faculty too. Therefore, beginning with Fall 1974, each Module Extension form also specifies the grade which the student will receive if he or she has not finished the module by the completion date agreed upon, an innovative use of "SP" within the California State University and Colleges system. Peer tutors are also being used to help students complete their extended modules. In the event a student clearly cannot complete a module without extensive tutorial assistance, however, he or she is encouraged to drop it, rather than receiving an extention of the completion date for that module. (The present Grading Policies are reproduced as Appendix H p. 103.)

2. Recordkeeping System. During the 1974-1975 academic year, the Small College began to utilize the campus Honeywell H-200 computer to provide accurate and timely data to serve both faculty and administrative information needs. In generating such data, the Small College has sought to preserve maximum flexibility for the student, while still providing the records needed by administration (such as enrollment figures), by mentors (on their mentees' academic progress), by the peer tutoring program (of students who are still working on modules and may need assistance) and so forth.

To obtain accurate records of student enrollments, the Small College uses a Module Sign-Up card (reproduced in Appendix E; see p. 87). These records provide immediate, manually determined figures for module enrollments, average module size, academic load per student and the number of Full-Time Equivalent "students" (FTE). When key-punched with the student's file number and name, the course code number and units and the mentor's name, the cards can be used to reproduce these data automatically, with the computer printout serving as a permanent record of beginning quarter enrollments. Toward the end of each quarter, these same Module Sign-Up cards are returned to the respective instructors, who record each student's grade on the cards and sign them. The grades are then key-punched onto the cards to permit computer analysis and to generate an end-of-quarter grade report. These

cards are then stored on a magnetic disk for use on the Honeywell H-200 computer. In academic advising, the following information can be retrieved from the stored data:

a. complete module records, including grades, for each student;

b. overall grade point average (gpa) for each student;

c. progress point score for each student;

d. lists of incomplete modules, by individual students, for mentors;

e. class lists for instructors; and

f. current study lists for both mentors and students.

Certainly, this same data bank can also be used for academic accounting purposes, providing such outputs as current enrollment lists, total FTE enrollment lists of students enrolled in a particular module over the past three years, number of large college students who took Small College modules, percentage of units earned by Small College and/or large college students, average module enrollments, gpa's for particular students or groups of students, etc. The types of information available are only limited, in this respect, by the questions which are asked. The main purpose of this recordkeeping system is to serve the unique needs of the Small College program, rather than having an entire innovative curriculum fit an existing recordkeeping system.

3. Academic Mentoring and Module Sign-Up Procedures.

A flexible academic curriculum is viable only if very careful and close academic advisement is also provided to the students. One of the main functions of mentoring is to provide students with careful academic guidance. This academic mentoring is usually carried out during the last two weeks of each quarter. Module Sign-Up cards pre-punched with the student's name, file number and mentor's name are provided to the mentors. Students must thus see their

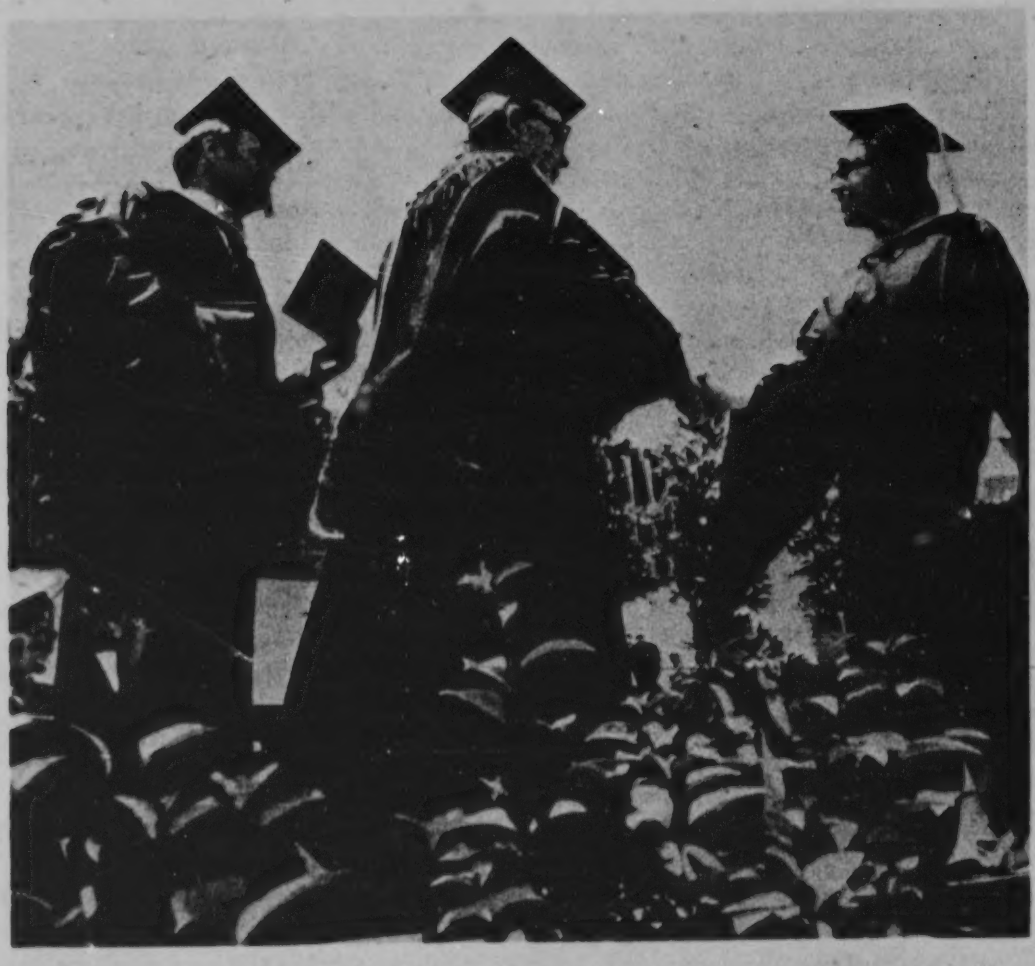
mentors to plan their academic program. And only after their course-of-study for next quarter has been prepared can they fill out the pre-punched Module Sign-Up cards, one for each Small College module to be taken. For their mentoring records, some faculty have used the Small College mentoring forms (see Appendix E, p. 90). On this form, a record of the student's progress in General Education, Area of Concentration and Thematic Project can be entered. In addition, the student's complete course of study (including both large and Small College classes) is also recorded. After mentoring, students take the completed Module Sign-Up cards to the Small College office for filing. On the day after the scheduled mentoring period, a random elimination process is made for any oversubscribed classes. A list of closed classes and the names of students eliminated from those classes is then posted, both in the registration area and in the Small College office. This procedure provides all Small College students with an equal opportunity to sign up for a class. It also provides a priority privilege to Small College students, over large college students wishing to take a Small College module. Of course, the present academic mentoring procedure still needs many refinements.

E. FACULTY RESOURCE ALLOCATION

During the third year of the program, the Recruiting Committee was redesignated the Faculty Resources Committee and charged with addressing many of the wider issues that were beginning to be questioned by the Office of Academic Affairs. While the Small College curriculum operates semiautonomously, it does use resources from the wider college, which are budgeted on an 18:1 student-faculty ratio. Therefore, there has been a need to assess and justify their utilization, both in terms of directions, the Small College curriculum is taking and relative to projected program developments campus-wide. Decisions about these matters thus became an additional administrative responsibility delegated to faculty, one involving a host of problems not encountered in the typical departmental setting. Since the Small College is responsible for offering a total range of curriculum offerings in the liberal arts and sciences, staffing decisions are

difficult to make because gaps in the curriculum must often be assessed by faculty outside of the field or area in question. Any additions to the Small College faculty, furthermore, must be in areas which minimize duplication of large college offerings or overstaffing in areas where large college enrollments have declined. These concerns have influenced Small College decisions regarding faculty resources. In partial response, for example, the faculty have drafted a policy statement for implementing a program of faculty exchanges with the large college to expand the curriculum beyond what would otherwise be possible and to provide an opportunity for Small College faculty to teach courses in other campus divisions. Clearly, Small College faculty exchanges require extensive planning to be smoothly integrated with the Small College curriculum.

One major activity of the Faculty Resources Committee has been the development of a rationale supporting the need to revise the systemwide faculty workload formulae, which fail to accurately reflect the workload involved in many aspects of innovative programs. For example, new course preparation entails a constant overload factor, which must be considered if the experimental nature of the program is to be maintained; interdisciplinary education requires extensive team-teaching, which current formulae discourage; finally, non-traditional learning experiences, as in the Thematic Project, entail closer faculty supervision than is normally considered cost-effective. In meetings with representatives from the Chancellor's Office, the Small College has documented its need for alternative ways to compute workload data. Such data will continue to be collected and should help justify the need for eventually revising the systemwide formulae to accommodate innovative curricula, with their need for a reduced student-faculty ratio. In fulfilling its responsibility for coordinating faculty recruitment in particular, the Faculty Resources Committee has successfully argued that an experimental unit requires a somewhat lower student-faculty ratio than a normal department, providing a rationale for the reduced ratio: the excessive workload that the faculty has experienced and the consequent decline in new course development that has resulted, and so forth. In the future, this Committee will continue to study the many issues surrounding faculty resource allocation in an experimental program, and to assess the implications of different staffing and workload patterns for the system at large.



III. Measures of Success

Having described the curriculum design of the Small College and the new faculty roles which have emerged in its implementation, we can examine how well the Small College practice approximates the Small College promise of three years ago. This requires evaluation of four measures of potential success: success in individualizing education for a heterogeneous student population, success in helping students accelerate through college, success in maximizing cost effectiveness within an innovative program, and success in disseminating Small College innovations to other academic settings.

A. HETEROGENEITY

One of the original goals of the Small College was to work with a heterogeneous student body. The data in Table 3.1 indicate that the Small College student body is heterogeneous.

Without complete campus-wide data, it is difficult to accurately determine the extent to which Small College students are representative of the California State College, Dominguez Hills student body as a whole. But the effect of Small College student heterogeneity--measured in terms of age, sex, ethnic background and basis-of-admission--can be discussed relative to college grade point averages (gpa).

In general, however, note that the mean gpa of all Small College students is considerably higher than the campus-wide mean, 3.21 instead of 2.90[1], primarily because of the evaluation method adopted in the Small College. In keeping with its initial commitment to competency-based learning, the Small College faculty believe that giving a student low grades because his or her demonstrated classroom performance has not measured up to the accepted academic standard does not help that student to learn. Instead, the faculty return substandard

[1]This latter figure includes all CSCDH students, both undergraduate and graduate.

Table 3.1

A COMPARISON OF THE ENROLLMENT
IN THE SMALL COLLEGE WITH OTHER CAMPUSES
BY AGE, SEX AND ETHNIC BACKGROUND

	Small College	CSCDH	CSUC
Age			
Average Age	25.5	28.1[a]	25.2[a]
Average Range	16-62	16-65[a]	12-80[a]
Median Age	21.7	c	23[a]
Sex			
Female	58.2%	52.3%[a]	54.8%[a]
Male	41.8%	47.7%[a]	45.2%[a]
Ethnic Background			
Black	22.5%	c	6.2%[b]
Spanish Surnamed	6.7%	c	6.3%[b]
Oriental	5.4%	c	6.0%[b]
Caucasian	65.4%	c	77.1%[b]
Other	____	c	4.4%[b]

a. The Division of Institutional Research, "Statistical Abstract No. 4, Enrollment by Age, Sex, and Class Level, 1974-75, "The California State University and Colleges, Office of the Chancellor, p. 1,5 and 26.

b. The Division of Institutional Research, "Statistical Abstract, 1974", The California State University and Colleges; Office of the Chancellor, p. 8.

c. Data not available.

work so that the student can, with faculty help, re-do it until it is acceptable. This method directly enhances students' learning, and it also results in a higher gpa. Obviously, this method also consumes more faculty time.

1. Age. The median age of Small College students has increased from 18 in 1972-1973 to 21.7 years of age in the 1974-1975 academic year, and the mean age has increased from 20 years in 1972-1973 to 25.5 in 1974-1975. One possible explanation of why the median and mean ages are increasing may be that more and more older students are becoming attracted to the Small College's three-year degree opportunities. On the other hand, the median age of all CSCDH students is probably increasing also. In contrast with students who have just graduated from high school, the older students tend to be primarily women whose children are now old enough to take care of themselves, veterans whose education was interrupted by military service and others whose careers are now at a stage where a college degree is necessary for further professional advancement. But no significant correlation appeared between college gpa and student age (see Table 3.2), except that the 35-and-over age group scores slightly higher than the rest, possibly because of their relatively greater maturity, self-motivation and commitment to education.

2. Sex. The female population in the Small College rose from 50% in 1972 to 58.2% in Fall 1974, though again for no apparent reason. One of the most consistent differences in academic performance between sexes everywhere is that females tend to achieve higher gpa's; and the Small College is no exception. The 139 female Small College students had a gpa of 3.31, while the male students had a 3.08 gpa.

3. Transfer Students. Many students transfer into the Small College from other institutions. In the sample of 239 students, 102 had no previous college experience, while the rest brought some transfer units here. Nevertheless, the academic performance in the Small College of these two groups is comparable (see Table 3.3).

4. Special Admissions. About one fourth of the students in the Small College are admitted to California State College, Dominguez Hills under special consideration. Of the 239 student sample one

student was an Adult Exception,[1] twenty-one entered through the Educational Opportunity Program, one was a Lower Division Exception,[2] two were Particular Major Exceptions,[3] nineteen were admitted through the Small College's own Special Admit Program and nineteen were given Veterans' Exceptions.

Table 3.2

AGE VS. GPA EARNED IN SMALL COLLEGE

G.P.A.	Age Range							
	15-25		25-35		35-&-over		Total	
	Number	Percent	N	%	N	%	N	%
4.00-3.50	65	42.2%	20	43.5%	22	56.4%	107	44.8%
3.49-3.00	47	30.5	14	30.4	8	20.5	69	28.9
2.99-2.50	24	15.6	6	13.0	3	7.7	33	13.8
2.49-2.00	13	8.4	2	4.3	3	7.7	18	7.5
1.99-1.50	3	1.9	1	2.2	0	0.0	4	1.7
1.49-1.00	1	0.6	0	0.0	0	0.0	1	0.4
0.99-0.50	1	0.6	0	0.0	0	0.0	1	0.4
0.49-0.00	0	0.0	3	6.5	3	7.7	6	2.5

[1] An Adult Exception is the exception granted to an applicant older than 18 years of age who has not graduated from high school and never attended college.

[2] Lower Division Exception refers to those students who were admitted to CSCDH without meeting the minimum entrance requirements and who have fewer than 72 earned quarter units.

[3] Particular Major Exceptions are students admitted to CSCDH under the same conditions as a Lower Division Exception, except these students have between 72 and 83 earned quarter units.

Table 3.3

TRANSFER STATUS VS. GPA EARNED IN SMALL COLLEGE

	Transfer Student	Students With No Previous College Experience	All
Number of Students	137	102	239
Average GPA	3.27	3.14	3.21
Average no. of quarter units/quarter	15.40	15.25	15.34

Most of the special admission groups performed well, particularly the adult exception, the lower division exception, the particular major exceptions and the Small College special admissions, comprising 37% of all the special admissions (see Table 3.4). This success rate most probably may be attributed to the individualized attention given Small College students through the mentoring system. In addition, the Small College faculty also has developed a number of courses in basic skills such as mathematics, English and fundamental learning skills; these, and the peer tutoring program, all contributed to the success of the special admit program in the Small College.

In conclusion, then, the data available indicate that the Small College program can provide quality individualized education for a heterogeneous student population.

Table 3.4

SPECIAL ADMISSIONS STATUS VS. GPA EARNED IN S. C.

Admission Status	No. of Students	GPA	Average No. of Units/Quarter
Adult Exception	1	3.78	18.2
E. O. P.	21	2.80	11.8
Lower Division Exc.	1	3.83	21.5
Particular Major Exc.	2	3.66	18.4
SC Special Admit	19	3.33	14.2
Veteran's Exception	19	2.93	12.2
All Small College	239	3.21	15.3
All CSCDH	-	2.90	11.5

B. ACCELERATION

The average progress per quarter towards the baccalaureate degree of the 239 students who were enrolled in the Small College during the Spring of 1975 one measure of "acceleration" is described in Table 3.5 and Figure 3.1. These data show that the average number of units earned by a Small College student each quarter tends to increase from 15 units per quarter in the student's first year, to 17.8 units in the second year and 18.9 units in the third year. (The apparent slowdown during the eighth quarter is probably due to students who begin the Thematic Project but who would not ordinarily complete it that quarter; therefore, they appear to have received fewer units for that quarter.) The approximately fifteen units earned each quarter by first year students reflect the fact that Small College students accelerate only when they are prepared and have been trained to do so. The increase in the number of units earned per quarter during the next two years, to 17-19 units, may imply that the Small College program does train students to accelerate, primarily through a variety of independent non-classroom learnings such as the Thematic Project, Experiential Education and Independent Study.

Table 3.5

AVERAGE CUMULATIVE NUMBER OF QUARTER UNITS EARNED BY A SMALL COLLEGE STUDENT

Number of Quarters in Small College	Average Cumulative No. of Units Earned	No. of Students in Sample
1	15.4 ± 3.0	239
2	30.5 ± 5.2	220
3	45.0 ± 7.5	194
4	63.4 ± 9.9	110
5	80.9 ± 11.6	100
6	98.4 ± 13.4	82
7	119.9 ± 14.7	37
8	136.1 ± 15.3	31
9	155.2 ± 17.2	25

When a student completed a large number of units per quarter, one of the major concerns to the faculty has been whether that student could simultaneously meet academic standards. This is a difficult question to answer since the Small College has only begun to graduate students and their graduate school performance is not yet available for evaluation. Those students who completed a greater number of units per quarter also received higher gpa's (see Table 3.6). Apparently, highly motivated students can achieve acceleration while maintaining high academic quality in their learning at the Small College.

FIGURE 3.1
AVERAGE CUMULATIVE NUMBER
OF UNITS EARNED BY A SMALL COLLEGE STUDENT

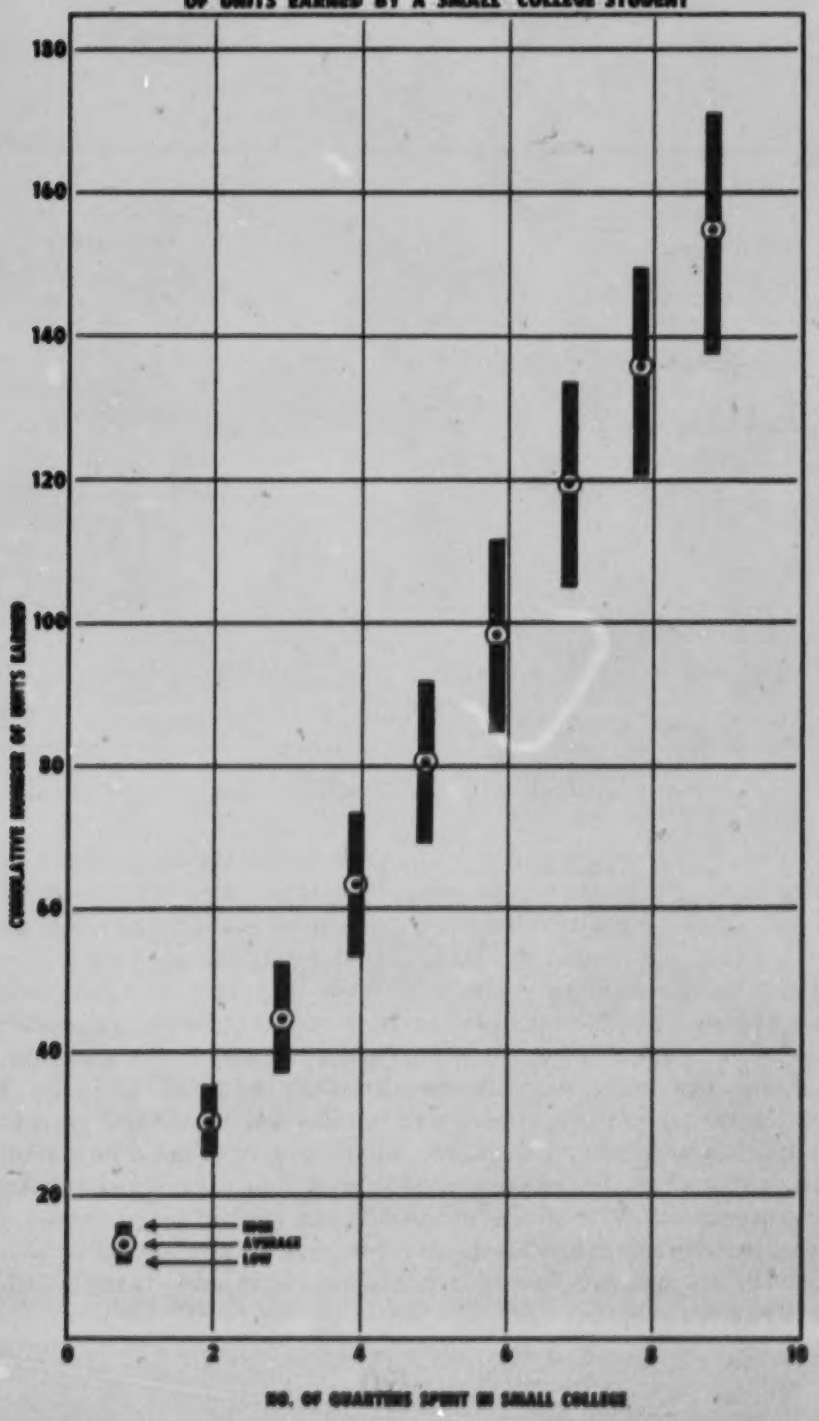


Table 3.6

DISTRIBUTION OF UNITS EARNED
PER QUARTER VS. GRADE POINT AVERAGE

Units Earned per Quarter	GPA	Number of Students in Sample
6.0 or less	1.83	10
6.1 - 8.0	2.97	12
8.1 - 10.0	2.97	18
10.1 - 12.0	3.15	44
12.1 - 14.0	3.19	29
14.1 - 16.0	3.24	50
16.1 - 18.0	3.52	30
18.1 - 20.0	3.50	19
20.1 - 22.0	3.38	17
22.1 - 24.0	3.71	5
24.1 or more	3.75	5

1. Thematic Projects. A total of 26 Small College students have completed Thematic Projects, with 23 finishing in the third year. Of this number, 19 have already graduated from the Small College. Each of these students received 2 units for preparing (and thereby learning how to prepare) a Thematic Project proposal. The amount of coursework these students counted toward their Thematic Projects ranged from 0 to 48 units, with an average of 14.96 units per student (see Table 3.7). Thus, most students spend the equivalent of one academic quarter in the classroom to prepare themselves specifically to do Thematic Project-related independent work: the fieldwork/research and the final product. For those students who took a large amount of related coursework, the Thematic Project is almost equivalent to a minor. Its cohesiveness is built on the theme which links all the coursework together by means of the final product.

In the fieldwork/research portion of the Thematic Project, students earned from 0 to 29.5 units, with 11.48 units being the average. This wide range is primarily due to the diversity in the nature of Thematic Projects. Some were strictly academic, for example, resembling a senior thesis; such Thematic Projects seldom involved extensive fieldwork. In general, those students who have done extensive Thematic Project-related coursework complete a smaller number of units in fieldwork/research, and those who complete extensive fieldwork/research, and do not take as many courses for their Thematic Projects.

Table 3.7

NUMBERS OF UNITS EARNED FOR EACH COMPONENT OF THE THEMATIC PROJECT

Type of work involved	Lowest	Highest	Average
Proposal	2	2	2
Coursework	0	48	14.96
Fieldwork/Research	0	29.5	11.48
Final Product	2	15	5.69
Total Thematic Project	9	53	34.13

The number of units completed by a student in the final product varied from 2 to 15 units with 5.69 as the average. Twenty of the 26 students in this sample received six units or less for their final product. Those who received more units for their final product either had a multi-faceted final product or an extensive piece of literary work as their final product.

2. Experiential Education. The unique feature of Experiential Education in the Small College is that the number of units awarded is not based purely on the number of hours per week a student is involved in the particular experience, but also depends on the number and the types of learning objectives a student is to accomplish for the quarter. The number of students involved

Table 3.8

EXPERIENTIAL EDUCATION UNIT DISTRIBUTIONS

Quarter/Year	Total No. of Units Awarded in E E	No. of Students In Sample
Fall 1972	8.0	2
Winter 1973	20.0	5
Spring 1973	79.0	17
Fall 1973	136.0	29
Winter 1974	145.0	35
Spring 1974	184.0	39
Fall 1974	216.0	46
Winter 1975	166.0	38
Spring 1975	209.0	43

in Experiential Education during the first year of the Small College was low because almost all the students that year were freshmen and deeply involved in completing their General Education, and also because the Small College had no Experiential Education coordinator that year (see Table 3.8). The maturing of the students, and the addition of an Experiential Education coordinator to the Small College faculty in the Fall of 1973, caused a sharp increase in the number of students involved in Experiential Education, to about

18% of the total student body. With reference to the total number of units granted by the Small College, the percentage from Experiential Education rose from 0.4% of units granted in Fall 1972 to 5.8% in Spring 1975 (see Table 3.16 below). The effect of the Experiential Education program on Small College students' acceleration is not yet established. For those students who have graduated, however, 4.83% of their graduation units were earned through Experiential Education; comparable figures from CSCDH are unavailable.

Table 3.9

DISTRIBUTION OF INDEPENDENT STUDY UNITS

Quarter/Year	No. of Units Granted in IS	No. of Students in Sample
Fall 1972	7.5	3
Winter 1973	6.5	3
Spring 1973	36	12
Fall 1973	51	14
Winter 1974	107	27
Spring 1974	91.5	20
Fall 1974	85	27
Winter 1975	108	30
Spring 1975	121	35

3. Independent Study. The emphasis on individualized academic learning in the Small College necessitated the offering of Independent Studies to meet many of our students' needs (see Table 3.9).

The participation in Independent Study increases gradually over the three year period, which can probably be attributed to the maturation and progressive sophistication of the student body in seeking out this instructional option. With reference to the total number of units granted in Small College, the percent of Independent Study units granted rose from 0.4% in Fall 1972 to 3.3% in Spring 1975, and has held at about 3% since Winter 1974 (See Table 3.16 below); comparable figures from CSCDH are unavailable.

4. Graduation Data. Since Spring 1973, the Small College has graduated a total of 19 students. Five of the nineteen joined Small College as freshmen, one of whom graduated in 6 quarters, one in 7 quarters, one in 8 quarters and two in 9 quarters of work in residence. The number of units transferred in by these graduates ranges from 3 to 135.5 units, averaging 55.4 units per graduate (see Table 3.10). Although no special screening method is employed to select students, some sort of self-selection has apparently caused these acceleration achievements higher than the system-wide norm. On the average, these graduates spent 6.26 quarters in Small College before graduation, and the average number of units per quarter completed by this group was 22.98, compared with the 13.7 units per quarter completed by a California State University and Colleges June 1967 graduate;[1] the average grade point averages for the two groups are 3.44 and 2.67 respectively.

Small College graduates earned an average of 192.6 units, with 186.5 being the lowest and 205.5 the highest (see Table 3.11). The General Education component generally comprised about one-third of a graduate's entire program, ranging from 60, the minimum requirement, to 78, and averaged 63.7 units. Often part of this General Education program provided students with the foundation to their Area of Concentration and Thematic Project. This fundamental component of the program provides our students with a broad Liberal Arts background. Since the Small College Area of

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[1] Division of Institution Research, "Those Who Made It", The California State Colleges, Office of the Chancellor, Jan. 29, 1969, p. 23.

of Concentration differs from a traditional "major", principally in its interdisciplinary nature, the unit requirement is necessarily higher than that of a "major". The average number of units Small College graduates completed for their Areas of Concentration was 58.2 ranging from 38 to 81. Though a Thematic Project need not be related to a student's Area of Concentration, the majority were.

Table 3.10

SOME DATA ON THE GRADUATES
(N=19)

	Averages
Units Transferred	55.4
Units Earned while in Small College	137.2
Total Units at Graduation	192.6
No. of Quarters spent in Small College	6.26
Units Earned per quarter while in Small College	22.98

Of the 19 graduates, only 3 pursued a theme not related to their Area of Concentration. Among the graduates, the number of units received for the Thematic Project ranged from 9 to 53, averaging 32.0 quarter units per student (see Table 3.12). As might be expected, these data are very similar to the data for all who have completed a Thematic Project (cf. Table 3.7, above). And the academic values gained should therefore be similar to those discussed in the previous section.

The future plans of 16 of the 19 graduates are known to the Small College: nine will enter or have entered postgraduate studies, some at prestigious universities; their performance will not be known for a year or two, though the Small College plans to do a follow up

Table 3.11

DISTRIBUTION OF AVERAGE UNITS EARNED BY GRADUATES
(N=19)

Source of Units	General Education	Area of Concentration	Thematic Project	Electives	Total
Transfer	27.2	17.7	1.8	8.7	55.4
Large College Work					
Coursework	4.9	13.1	4.7	10.6	33.3
Independent Study	0.0	0.6	0.0	0.2	0.8
Small College Work					
Coursework	30.7	25.4	3.1	10.9	70.1
Independent Study	0.7	1.4	1.7	1.5	5.3
Experiential Education	0.2	0.0	2.3	6.8	9.3
T. P. Proposal	0.0	0.0	2.0	0.0	2.0
T. P. Fieldwork	0.0	0.0	10.6	0.0	10.6
T. P. Final Product	0.0	0.0	5.8	0.0	5.8
Total	63.7	58.2	32.0	38.7	192.6

study on these students. Of the other seven, all but one plan to work. To date, half of our graduates are pursuing careers, in work or study, closely related to the work they did in their Thematic Project.

Table 3.12

DISTRIBUTION OF THEMATIC PROJECT UNITS EARNED BY GRADUATES

Types of work involved	Lowest	Highest	Average
Proposal	2	2	2
Coursework	0	48	13.6
Fieldwork/Research	0	29	10.6
Final Product	2	15	5.8
Total Thematic Project	9	53	32.0

C. COST EFFECTIVENESS

Over the past three years, the Small College has been gradually becoming self-supporting. As shown in Table 3.13, the Small College full time equivalent student/faculty ratio (or SFR) had reached its all-time high of 17.47, comparable with the system-wide data (see Table 3.14, p. 52).

The Fall 1973 SFR's for the 19 California State University and Colleges campuses show that this ratio tends to increase with the size of the student body (see Table 3.14). These data, from

campuses ranging in enrollment between 2,600 and 30,000, show the SFR tapering off rapidly as the size of the campus becomes smaller (see Figure 3.2 below). For example Bakersfield and Stanislaus, both with enrollments in the vicinity of 2,000 (and both with experimental programs operating on their campuses) had SFR's of 15.71 and 12.95, respectively.

Table 3.13

SFR GROWTH IN SMALL COLLEGE
(BASED ON 3-WEEK CENSUS)

	FTES	FTEF	SFR
Fall 1972	129.1	11.5	11.23
Fall 1973	259.46	15.0	17.30
Fall 1974	279.57	16.0	17.47

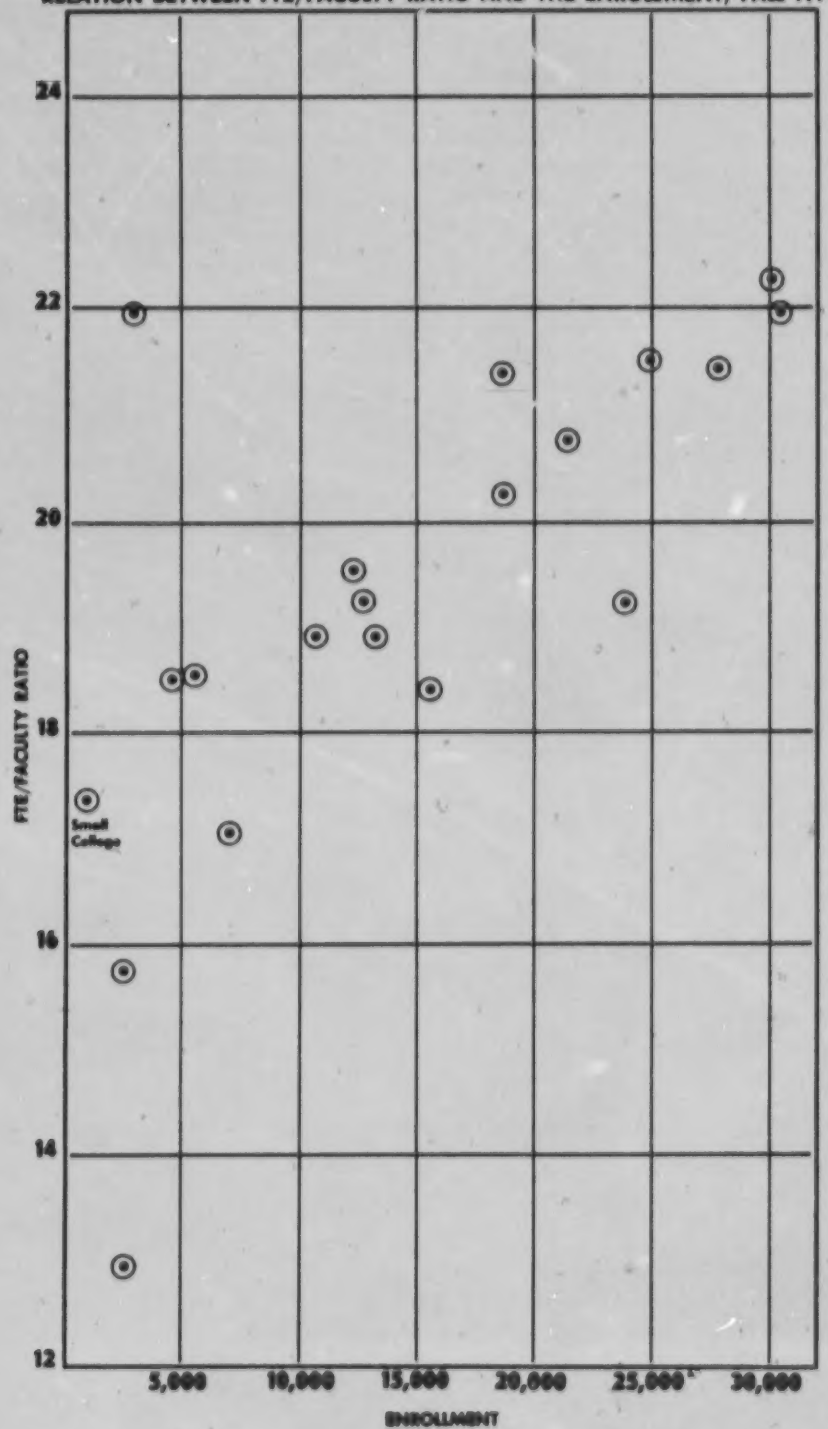
The experimental nature of the Small College naturally suggests that its faculty will always need to spend considerable time in establishing program policy, as well as designing new modules and curricula and guiding students through the three modes of independent learning so important to the Small College curriculum. So it is only reasonable to expect that the SFR in the Small College should also fall within the range of 13 to 15. As seen in Table 3.13 above, however, with the exception of Fall 1972, the SFR in the Small College has constantly exceeded these figures. This fact may have contributed indirectly to the unusually heavy workload most Small College faculty have had to contend with, in addition to the number of new preparations they have offered. Note that, as Small College module offerings have begun to stablilize (partly in response to workload), the percentage of new modules offered during the past three years has been steadily declining (see Table 3.15).

Table 3.14

SYSTEM-WIDE SFR VS. TOTAL FTE FOR FALL 1973

Campus	Enrollment	FTE	Faculty	SFR
Bakersfield	2758	2356	150	15.71
Chico	12442	11638	595	19.56
Dominguez Hills	4836	3872	209	18.53
Fresno	15521	13312	724	18.39
Fullerton	18759	13312	621	21.44
Hayward	12647	9704	504	19.25
Humboldt	7161	6589	385	17.11
Long Beach	30505	21129	964	21.92
Los Angeles	23826	15640	809	19.33
Northridge	24990	18454	855	21.58
Pomona	10609	9266	491	18.87
Sacramento	18751	15311	758	20.20
San Bernardino	3043	2591	118	21.96
San Diego	30019	22844	1028	22.22
Calexico	419	282	-	-
San Francisco	21239	16255	782	20.79
San Jose	27841	20848	976	21.36
Santa Barbara	739	665	-	-
Sonoma	5553	5103	274	18.62
Stanislaus	2604	1909	152	12.95
All	286633	223253	11074	20.16

FIGURE 3.2
RELATION BETWEEN FTE/FACULTY RATIO AND THE ENROLLMENT, FALL 1973



The Small College has achieved its greater cost effectiveness by providing students with a variety of opportunities to accelerate (see data in the Acceleration section, Table 3.5 and Figure 3.1, pp. 36, 42). Assuming that this trend of student progress is sustained for another academic year, one can expect that an average Small College student could be able to graduate in less than 11 quarters, or about 3.5 calendar years with 75% annual attendance (3 quarters per year), which compares very favorably with 6.4 calendar years with 75.8% attendance, the average time for graduation in the California State University and Colleges system in 1967.[1]

Table 3.15

PERCENT OF NEW PREPARATIONS

Quarter/Year	Total Modules Offered	New Modules Offered	Percentage of New Preparations
Fall 1972	45	45	100
Winter 1973	41	35	85.4
Spring 1973	35	27	77.1
Fall 1973	51	36	70.6
Winter 1974	62	42	67.7
Spring 1974	59	46	78.0
Fall 1974	57	28	49.1
Winter 1975	61	26	42.6
Spring 1975	54	26	48.2

[1] Division of Institutional Research, "Those Who Made It", The California State Colleges, Office of the Chancellor, Jan. 1969, p. 23

Obviously, the shorter the time a student stays in college to obtain a baccalaureate, the more appreciable the savings enjoyed by the State. Acceleration can also be studied in terms of the average number of units earned per quarter: during Spring 1975 in the Small College, this figure was 15.2 quarter units (and 15.34 overall through time), while the average number of units earned by students at Calfornia State College, Dominguez Hills during the same quarter was only 11.5 units.

Table 3.16

PERCENTAGE DISTRIBUTION OF UNITS EARNED IN INDEPENDENT LEARNING ACTIVITIES

Quarter/Year	Experiential Education	Independent Study	Thematic Project*	Total
Fall 1972	0.41	0.39	0.00	0.80
Winter 1973	1.03	0.34	0.00	1.37
Spring 1973	4.08	1.86	0.00	5.94
Fall 1973	3.49	1.31	0.62	5.42
Winter 1974	4.73	3.49	1.17	9.39
Spring 1974	6.19	3.08	4.13	13.40
Fall 1974	5.15	2.03	3.74	10.92
Winter 1975	4.51	2.93	5.10	12.54
Spring 1975	5.76	3.33	6.79	15.88

*Includes the proposal, fieldwork/research and final product units, but not Thematic Project related coursework.

One of the major reasons a student can accelerate in the Small College is the close relation between students and faculty, especially important when students are working on their Thematic Projects and other types of individualized learnings. However, this type of individualized instruction taxes faculty time heavily, as faculty are working one-to-one with students instead of with groups in classroom instruction. Table 3.16 lists the extent of student participation in various types of independent learning over the past three years. Student participation in the Thematic Project, predictably, continues to rise (see Table 3.17), though the trend is leveling off in Experiential Education and Independent Study. The number of

Table 3.17

STUDENT PARTICIPATION IN THEMATIC PROJECTS

Quarter/Year	Total TP Units Earned	No. of Students Earning TP Units
Fall 1972	0	0
Winter 1973	0	0
Spring 1973	0	0
Fall 1973	24	6
Winter 1974	36	6
Spring 1974	123	16
Fall 1974	157	19
Winter 1975	188	34
Spring 1975	246.5	37

students who were working on a Thematic Project had reached 37 in Spring 1975, or 15.5% of the 239 students attending the Small College that quarter. As the Small College matures, the proportion should rise to about one-fourth of the total student population involved in Thematic Projects at any one time. As more

students begin their Thematic Project, however, it seems that student demands upon faculty time will become even heavier. In addition to providing students with the opportunity to accelerate, however, the Thematic Project offers much greater value to a student's academic program than a course normally contributes, again suggesting that granting the Small College a lower SFR is essential.

In general, it should be noted that all of the above data on cost effectiveness reflect gains made by the Small College faculty in the attempt to "measure up" to SFR's attained by other academic units not charged with innovation. The toll, in faculty morale, in program vitality and in student benefit, is difficult to assess quantitatively. But it remains the clear sense of all involved with the Small College experience that innovative units can well repay the additional expenditures represented by modified expectations of "productivity", as typically construed. Any new educational venture, and especially one committed to acceleration, should be expected to "cost" more, according to some measures, commensurate with the greater and more varied sorts of "productivity" which it is expected to generate.

D. DISSEMINATION

In its brief history, the Small College program has achieved several distinctions within the academic community. These speak well for the faculty whose commitment to educational innovation has earned them external recognition of the value and success of their ventures.

This past Spring, for example, a multi-campus grant proposal entitled "Writing Adjunct Transfer" was submitted from the Small College to the Chancellor's Office Division of New Program Development and Evaluation. This proposal became one of 14 multi-campus grants funded for 1975-1976 throughout the California State University and Colleges system. The Writing Adjunct Transfer will enable six campuses (Sonoma, Dominguez Hills, Fullerton, Long Beach, San Diego and San Luis Obispo) to adapt a program, already successfully implemented in the Small College, to the needs of their individual campus by establishing pilot Writing Adjunct programs, by

designing programs to train peer tutors, and by instituting faculty development sessions in the teaching of writing.

Last year, the Division of New Program Development and Evaluation instituted a "mini-grant" program. Each campus was allocated several thousand dollars to fund projects that were considered to serve the best interests of the individual campuses. At CSCDH, a campus review team was formed; and of four grant proposals submitted by the Small College faculty, two were approved and funded: "Individualized Writing Resources" and "A Pilot Peer-Tutoring Program".

Several faculty members have, as invited participants, discussed innovative projects developed by the Small College at various workshops and conferences, including the following:

Panel on Thematic Projects, Chancellor's Office Regional Workshop on Innovation, sponsored by Division of New Program Development and Evaluation, 1975.

Presentation of Writing Adjunct, California State University and Colleges, English Council, San Diego, 1975.

Innovation in Education, An Interdisciplinary Model; The Small College, paper presented at the annual meeting of the American Institute of Biological Sciences, June, 1974.

Role of Faculty in the Development of Experiential Learning, Co-leader for Workshop at the annual meeting of the Cooperative Assessment of Experiential Learning, New Orleans, May 1975.

Experiential Learning, Co-leader at the Workshop for Creative Change, sponsored by Division of New Program Development and Evaluation, 1974.

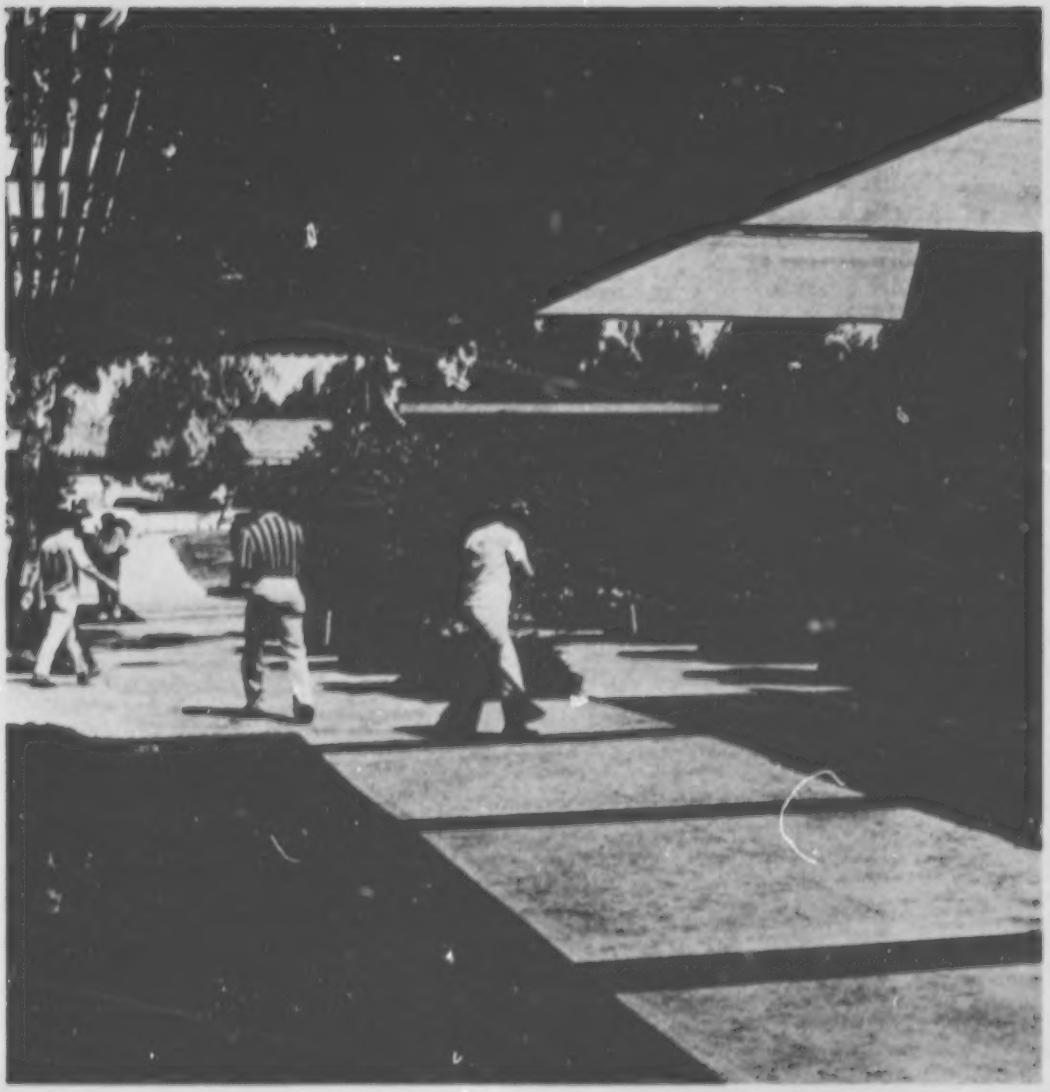
The Development of Self-Paced Programs: Preparation, Implementation and Evaluation, paper presented at the annual meeting of the Western Psychological Association, April 1974.

Team Teaching, paper presented at the meeting of Pacific Sociological Association, Victoria, B. C., March 1975

Interdisciplinary Education, Co-leader of Workshop at the Chancellor's Office Regional Workshop on Innovation, February 1974.

During the June 1975 Commencement Exercises, one Small College faculty member was named the Outstanding Professor at CSCDH and represented this campus for the Systemwide Outstanding Professor Award. Another award, for Distinguished Professor at CSCDH, went to the former Director of Instruction of the Small College.

Beyond these specific recognitions, however, numerous inquiries about the Small College have come in from all over the nation, signifying that the program is beginning to have an influence in other institutions as well. For example, the Small College Second-Year Evaluation Report has been listed in ERIC and NEXUS, both services which disseminate information about innovative experimental programs in higher education.



IV. Conclusions and Recommended Directions for the Future

Within three years, the Small College has already taken great strides toward actualizing a "New Approach to Higher Education"[1] such as Chancellor Glenn Dumke envisioned. If the current Small College practice does not yet correlate with the original objectives established for the Small College by the Design Team and the first faculty, however, it is primarily owing to the difficulty of overcoming the inertia inherent in a large and complex system like the California State University and Colleges. These difficulties have proved especially recalcitrant in areas requiring variances from system-wide formulae: for example, staffing and other budgetary considerations. The experiment has gone on notwithstanding; and it is now possible to assess the practicability of the eleven original objectives around which this "three-year baccalaureate" program--as its early planners viewed it--has evolved.

CONCLUSIONS

Objective 1: To test whether an experimental college can function effectively with a heterogeneous population which includes Educational Opportunity Program (EOP) students.

From the start, the Small College has admitted a largely self-selected mix of students, including numbers of 'EOP' and other special admit students. In fact, the data reveal a student

[1] Presentation to the Board of Trustees' Committee on Educational Policy, delivered January 1971.

population which is heterogeneous in terms of age, ethnic background, marital status and elegibility for admission. Responses to a student questionnaire administered in June 1975 indicate that a majority of this population was attracted to the Small College by its emphasis on self-pacing and individualized instruction--the very features designed by faculty to meet the varied needs of students who differ in their interests and background. Significantly, however, these students have attained academic success as measured by overall gpa and units earned per quarter, irrespective of their admission or demographic characteristics. Thus, the Small College plans to continue its present relatively open admissions policy.

Conclusion: The data on student progress, which indicate that none of the demographic or admission characteristics examined correlate directly with academic progress as measured, suggest that experimentation can function effectively with a heterogeneous population, including various special admission classifications.

> Objective 2: To test whether a means can be provided whereby a number of students can get a bachelor's degree in three years, with some taking more than three years, some taking less than three years.

This particular objective, to test the feasibility of a three-year degree (while innovating with a heterogeneous student population), was modified considerably as the program developed. Even by the end of the first year, Dr. Willard Spaulding's report to the Chancellor's Office noted the naiveté of assuming that motivation to accelerate would be distributed uniformly among college students.[1] He observed that self-paced programs are likely to produce acceleration only among students who had already manifested a strong motivation to speed progress toward the baccalaureate degree or who could develop a capacity for self-directed learning.[2] And the Small College faculty have gradually come to agree. No longer viewing the program exclusively in terms of the

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[1] P. 69.
[2] P. 70.

"three-year degree," the faculty have more and more emphasized opportunities for acceleration through individualized learning activities. They fully realize, however, that some students will take this chance to accelerate, while others will not. The major vehicles provided for acceleration--the Thematic Project, Independent Study and Experiential Education--effectively challenge the lockstep practice of awarding academic credit solely for classes completed. Since each is built on a competency-based model, furthermore, students who are predisposed to more rapid achievement can move through their degree studies with greater facility than would otherwise be possible. And owing to the Small College policy of allowing students to earn more than the 18 units per quarter allowed by the larger institution, the more ambitious student can take full advantage of these opportunities to accelerate. Current data on student progress toward the degree indicate that Small College students do in fact tend to increase the average number of units they earn during each quarter they remain in the program: among the 19 graduates so far (admittedly a highly motivated group), the average number of units completed per quarter was 22.98 units, whereas only 20.7 units per quarter would actually be needed, on the average, to graduate in three years.

Conclusion: By individualizing instruction, the Small College program can facilitate student acceleration toward the baccalaureate. Students who so choose can and do complete their degree in three years. The evidence suggests, however, that the majority of students will take longer.

Objective 3: To develop processes and procedures which can readily be adopted by other California State University and Colleges campuses.

In order for the Small College to truly reflect educational change, it has had to focus on ideas and on the means for implementing those ideas which are feasible in a regular academic setting. Within this context, the Small College has developed or expanded a number of specific instructional strategies, both new and old: Thematic Projects, competency-based Experiential Education, adjunctive modules (particularly the Writing Adjunct), variable-length modules (such as Intensity Week), linked modules (where

students do supplemental work tying together related but unconnected modules), "student-taught" modules, peer tutors as aides in self-pacing and various interdisciplinary modes of instruction. Also, a whole range of new record-keeping and accounting procedures attempt to facilitate these innovative educational practices. Yet all these developments have been operationalized within a setting of semi-curricular autonomy, which the Small College has found it essential if meaningful changes are to be instituted. Nevertheless, many of these ideas can be integrated into an ongoing, established system, and some already have been. In many instances, however, a variance from some system-wide policy or formula has been needed to fully evaluate a specific educational innovation: for example, to really test the concept of self-pacing--by providing the close supervision necessary--requires relaxation of the usual constraints governing the calculation of faculty workload to allow for these additional contact hours. Even relatively simple changes in set procedures, such as dropping the limit on the number of units a student may take each quarter, have enabled profound advances to be made in the Small College experiment.

Conclusion: While the Small College has, in its first three years, developed processes and procedures capable of translation into typical academic environments, it should be remembered that to try to do things in a new way often requires variance from the present administrative policies. Even in the short run, it is to the advantage of the sponsoring system to permit the maximum latitude possible to its innovative unit; for only thus can the long-range improvements which it hopes for have the fullest opportunity to develop.

> Objective 4: To provide an individualized program of study and related experiences, jointly defined, scrutinized, assessed and restructured as needed by the student and a member of the faculty to be known as the student's mentor.

As an experiment in student-centered learning first and foremost, the Small College asks each of its students to design a totally individual program of study tailored to his or her own academic interests and career goals. In compiling this program, the student may draw upon the full range of both Small and large college class offerings. Beyond these, a full assortment of self-designed learning experiences is encouraged and, in one instance (the Thematic

Project), required. While there are written guidelines governing each aspect of the Small College curriculum, each student needs close academic guidance from his or her mentor to ensure that the flexibility which allows for personal creative growth on the one hand does not end up a shapeless smorgasabord of unrelated units on the other. Only thus can a flexible plan, like that developed by the Small College, maintain academic validity. Thus, the mentoring system lies at the very heart of the Small College experience: the measure of its success is the measure of the program's success.

Conclusion: Mentoring, as defined in Objective 4 and practiced in the Small College, has proven to be an essential prerequisite to successfully individualizing students' programs of study. As such, it should be formally supported, in terms of workload compensation, in a manner commensurate with any other vital faculty responsibility.

Objective 5: To provide a setting which facilitates and encourages faculty to evolve new professional roles.

Small College faculty members participate in a variety of unique activities arising from the experimental nature of the program. Small College faculty roles have therefore been modified and expanded to accommodate the operational needs of the new venture. Innovative teaching, for example, required expanded efforts to find alternative delivery modes and combinations of subject matter and to incorporate new ideas maximizing the learning experience. In addition to the teaching role, faculty mentors have had to develop new patterns of student-faculty contact in order to provide the personal and academic guidance required to build individualized programs. Curricular autonomy has required continuous faculty involvement in establishing and implementing curriculum review procedures to ensure academic quality. Finally, faculty have had to assume typically administrative duties such as the development and implementation of registration procedures, record-keeping procedures and evaluation procedures, as well as the evolution of policies which reflect these and other aspects of program operation. The structure of an experimental program affords faculty more participation in the entire program operation, but its very nature also creates problems, most obviously with workload. Since faculty workloads are typically calculated on the basis of instructional load, provisions for such extra mentoring, curricular development and administrative duties

are rarely available. Consequently, faculty are performing all these necessary but often unrecognized duties in addition to their normal instructional loads.

Conclusion: Involvement in an autonomous experimental unit brings about the development of many new faculty roles. The additional time these increased responsibilities involve should be accounted for in variations from the system-wide workload formulae if the long-range programmatic gains envisioned are to be realized.

> Objective 6: To enable the student to integrate formal knowledge with life experiences and to respond to both affective and cognitive ways of knowing.

On the one hand, beyond an assortment of particular modules which incorporate fieldwork or workshop activities, the two major learning opportunities designed to facilitate the integration of formal knowledge with life experiences in the Small College are the Thematic Project and Experiential Education. These two components offer each student the chance to initiate largely self-directed learnings where the usual division between formal and life knowledge becomes less distinct. On the other hand, again with the exception of certain modules where affective objectives have been introduced, most Small College modules and Thematic Projects have been conducted and evaluated on cognitive grounds.

Conclusion: The individualized, non-tradional learnings encouraged in the Small College have enabled some students to integrate life-learning with formal college studies. Further steps would need to be taken, however, to meaningfully integrate affective ways of knowing with Small College students' intellectual development.

> Objective 7: Through continuous cost-benefit analysis, to ensure that the highest academic quality is achieved consistent with the most efficient utilization of resources.

Cost-benefit analyses of the Small College operation have gone on continuously through the quarterly computations of faculty

workload, of "full-time equivalent" students and of the student-faculty ratio. As discussed above (see the "Cost Effectiveness" section of Chapter III, pp. 50-57), a potential for increased cost effectiveness exists over the long-run through student acceleration. To produce student acceleration, however, requires a relatively higher proportion of faculty time for the supervision of individualized student programs. Strict adherence to system-wide workload formulae which do not compensate faculty time for this supervision may be cost-effective in the short run, so long as faculty energies can continue to absorb the added workload. But, as faculty energies decline over the long-run, the ability to maintain student acceleration may decline as well.

Conclusion: The Small College faculty have provided a variety of individualized learning experiences which require a greater degree of supervision than normal classroom instruction. The savings demonstrated through student acceleration have thus far justified this additional faculty time. Therefore, it is fully consistent with the most efficient utilization of resources to reduce the student-faculty ratio expected of an experimental program such as the Small College.

Objective 8: To ensure that the Small College will be financially viable and that procedures and programs developed therein will be financially applicable for adoption by other California State University and Colleges campuses.

Partial funding from the Carnegie Corporation and the Chancellor's Office helped provide the initial impetus to plan, design and implement the Small College program during its first year of operation. Since then, however, with the exception of small amounts of additional innovative money received for specific planning and evaluative efforts, the Small College has been funded on the same basis as all other established units on the campus. As a result, the curricular program and procedures developed in the Small College so far have also been financially viable. Normally, individualized instruction is not cost-effective. But, provided with an effective mentoring program, Small College students have demonstrated the ability to accelerate, more than offsetting the added instructional time. By adding peer tutoring to the Small College individualized writing program, the faculty have even been able to make the Writing Adjunct program financially viable. Presently, this program

is being adapted for six California State University and Colleges campuses. It should not be expected that every program and procedure tried be financially viable at its inception. Allowance for development time and possible cost-overrun should be provided. The present financial viability of the Small College was produced by an over-burdened faculty who accepted the extra planning work required; in the long run, these over-loads cannot be maintained perpetually. The greatest benefit of the program, however--Small College students who are receiving an education tailored to their own needs and interests--cannot be evaluated in terms of cost-effectiveness.

Conclusion: Of necessity, the Small College has become financially viable by the standard measures, thus attaining this objective in the short-run. The only question remains whether greater savings might be achieved in the long-run were faculty to be granted more time for individualizing instruction in the spirit of the original experiment.

Objective 9: To ensure that Small College courses meet high academic standards.

The Small College faculty, desiring to ensure that the qualitative aspect of the program would receive as much emphasis as the quantitative, added this and the following objectives to those originally contained in the proposal to the Carnegie Corporation. Housing the program within the Division of Institutional and New Program Development, while affording the faculty a great deal of curricular autonomy, has also required them to assume primary responsibility for assessing the academic merit of the program. Accordingly, the faculty has developed a rigorous set of curriculum review procedures, which cover all aspects of the program and involve the entire faculty. Special committees are responsible for developing educational policy and review procedures for the non-traditional components of the program, namely Experiential Education and the Thematic Project. During the past year, significant improvements have been made in the policy statements covering Area of Concentration requirements and related educational policy matters. Nevertheless, the day-to-day operational pressures inherent in a new program all too often impede the type of long-range curriculum planning necessary for the future growth of the program, especially when planning time is not included within the normal academic schedule.

Conclusion: The curriculum review procedures instituted by the Small College have made great progress toward ensuring the future excellence of many of its innovative curricular developments. Now that many of the necessary policies have been developed, further efforts need to be directed toward the type of long-range curricular planning which will preserve the experimental nature of the program, while ensuring its academic quality.

> Objective 10: To ensure that curriculum as developed will reflect the best current science and scholarship.

This second objective added by the Small College faculty, like the first, reflects a commitment to excellence in teaching. But unlike the first, this objective has all too frequently had to compete with the realities of the developing Small College experience. Given a demanding schedule of teaching, advising and committee work, the Small College faculty have often had to meet the demands of a young, growing program at the expense of their own professional development. One possible resolution of this dilemma would be for faculty to rotate in and out of the Small College to help minimize the professional toll exacted by the pressures of intensive program innovation and development.

Conclusion: In order to continue to ensure the timeliness of Small College curricula, it is necessary to facilitate the return to scholarly growth of a faculty heretofore preoccupied with the start-up and maintenance chores which preponderate in any educational experiment.

> Objective 11: To provide interdisciplinary, rather than traditional discipline-oriented education.

From its inception, the Small College has been committed to interdisciplinary education. And it is particularly in the interdisciplinary nature of the program that most faculty have found their greatest challenge. By continually associating with instructors in fields other than their own, faculty may have lost a measure of association with their respective disciplines; but in return, they have gained the opportunity (and obligation) of communicating ideas and philosophies across disciplinary lines--opportunities usually encouraged by college professors only in their committee work or

social contacts. In this sharing of educational perspectives, there has emerged a cross-fertilization of methods and materials having significance for every Small College classroom. And it is the Small College students who have become the primary recipients of this increased vitality of thought and instructional capability. As the Small College continues to mature, it seems apparent that the education it offers is indeed worth the additional effort it requires in terms not capable of quantitative evaluation alone.

Conclusion: In attempting to provide interdisciplinary, rather than discipline-oriented education, the Small College faculty have succeeded in creating a learning environment where students can learn more, in more different ways, than mere cost data can estimate.

RECOMMENDED DIRECTIONS FOR THE FUTURE

One of the few self-contained innovative programs implemented within a large state university system, the Small College has attained many successes in redesigning the undergraduate curriculum. And yet, the program must face some specific challenges if it is to continue on the leading edge of change in higher education. In particular, the Small College must seek further support for its innovative function, both to sustain the faculty development needed for the experiment's continued evolution and to maximize mutually beneficial interchanges between the Small College and various units of the California State University and Colleges system. The Small College must also consolidate its own internal processes more fully to foster continued long-range curricular planning.

Extensive faculty efforts have been devoted, during these past three years, to developing and reviewing interdisciplinary curricula and to motivating students to accelerate through individualized programs of study. These efforts have been expended, often at the expense of the faculty's professional development. But since such development is so important for sound innovation, the expenditure of additional faculty time must be accounted for in the establishing of modified workload expectations. Futhermore,

the faculty exchange program initiated on a small scale last year needs to be supported and expanded because of the opportunities for professional growth and renewal it offers, both to Small College faculty and to faculty from the larger institution.

Some developments in curriculum review and record-keeping procedures have also served to enlarge the options for articulation between the Small College and other campus divisions. Work towards an acceptable articulation agreement has proceeded slowly, pending the resolution of the policy and procedural discrepancies between the two systems, and also because of the need to minimize any potential competition for enrollment with other campus divisions. Thus far, the Small College has contributed many more student enrollees to the larger institution than it has received; and this trend should continue because all Small College students rely on departmental course offerings to complete their academic programs. For the immediate future, then, the most desirable means of increasing inter-communication with other campus schools and departments would seem to be promotion of a limited module-by-module articulation policy.

The next major challenge which the Small College needs to address in the future involves long-range program planning, which up until now has focused primarily on providing frameworks for the Areas of Concentration. The program is intended to remain small, offering degree programs only to its own student population. The Small College faculty must therefore assess the relative merits of generating a core curriculum versus continuing the practice of designing Area of Concentration frameworks within which students can integrate Small College modules with large college course offerings, under careful advisement.

Several further matters affecting Small College operation need to be consolidated to ensure a more smoothly running program. These include:

a) developing valid procedures for identifying and assessing college-level competencies for non-traditional learning experiences,

b) streamlining the administration of Thematic Projects, and

c) continuing to improve procedures for monitoring student progress and reviewing students' academic programs.

In conclusion, the present vitality of the Small College lies in the flexibility of its basic educational policies and administrative procedures. The faculty remain committed to further refining and adapting all these features of the program, and to continuing the search for better ways to provide the highest possible quality of education to state college students.

Appendices

Appendix A

GENERAL EDUCATION MODULES

OFFERED DURING 1974-75

Abnormal Psychology
Ancient Civilizations of the Americas
Advanced Writing Workshop
Asian Americans and Society
Calculus I
Chemistry of Nutrition
Clearer Thinking and Remembering
Color
Comic Vision: Individual in Society
Community Psychology
Comparative Religion
Computer Adjunct
Computer Logic
Contemporary Magical and Supernatural Literature
Counseling Theories and Techniques
Descriptive Statistics
Developmental Psychology
Deviance
Elementary Microtechniques
Energy and Life
English Skills
Environmental Pollution: Solid Waste
Environmental Psychology
Environmental Sciences Seminar
Ethnology and American Society
Evolution of Man
Existentialism and the Chicano Experience
Experience of Death and Dying
Field Research with the Survey Method
Flight
Fundamentals of Film Making
Greek Literature
Hearing
Heart and Circulatory System
Heavenly Bodies
History and Methods of Archaeology
History in the Teaching of Science
History of Modern Thought
History Plays
Human Sexual Function
Images of Man: Myth and Reality
Individual Differences and Exceptional Person
Inferential Statistics
Information Processing--Human Nervous System
Inner World of the American Indian
Introduction to BASIC
Introduction to Culture History
Introduction to Philosophy Through the Reading of Plato
Introduction to Psychology
Jewish Experience in America
Kinds of Poetry
Leadership and Organizational Behavior
Learning to See With an Eye of an Artist
Limits to Growth
Literature in the Bible
Literature of Late Renaissance and 17th Century
Lungs and Respiratory System
Magical and Supernatural Literature
Man and Meteorology
Man, Technology and Organizations
Math Skills: Algebraic Expressions
Math Skills: Polynomials
Methods and Logic of Problem Solving
Methods and Techniques of Ethnohistory

Mexican and Spanish Contemporary Poetry
Minority Community Involvement Workshop
Modern Masters of the Far East
Neurosis and Psychosis
North American Indian Writings and Beliefs
Numerical Methods in Science
Origin and Evolution of Life
Pasteur, Disease and the Origin of Life
Personal, Interpersonal and Group Processes
Philosophic Inquiry Into Science and History
Philosophic Inquiry Into Self
Philosophic Inquiry Into Values
Physical Science
Poems for Pleasure
Portraits of Man Through Film
Poverty
Psycholinguistics
Psychology and Spirituality
Public Speaking
Quest: Journey of Self-Discovery
Radiation and Man
Scientific and Technical Writing
Selected Topics in Pre-Columbian Civilization
Social Issues in Education
Social Stereotypes Through Literature
Statistics
Study Skills
Subject Matter of Sociology
Techniques of Logical Reasoning
Themes of Death and Dying in Literature
Thought of Late Renaissance and 17th Century
Time and Timing Devices
Tragic Vision: The Individual Alone
Transcendental Functions and Complex Numbers
Viruses and the Cellular Nature of Life
Vision
Viticulture and Enology
Wine: Science of its Making and Appreciation
Work in American Society

Appendix B

AREAS OF CONCENTRATION DESCRIPTIONS

CIVILIZATIONS

The Area of Concentration in Civilizations is designed to encourage students to explore the thought and institutions of one or more cultures, and through more than one time period. It can include work from a number of traditional disciplines: history, political science, sociology, anthropology, literature, philosophy, history of science, art, music and religion. And, as with all Areas of Concentration in the Small College, it will include work that crosses the lines of all these disciplines to acheive a multi-disciplinary approach. A Civilizations student may emphasize either the "history of ideas" or "institutions" or both; choosing one or the other of these categories is not required. An Area of Concentration in Civilizations will involve three components:

1. 30 units in a "Field of Emphasis"--a cluster of closely related, often sequential modules (modules may include Experiential Education and Independent Study). This field can be a special area chosen by the student, in consultation with a Small College faculty member. It can also resemble a conventional "major," or a Large College major.

2. 15 units in modules related to the field of emphasis--with related defined in any defensible way. For instance, it can be an area similar to the Field of Emphasis, but in a different way; it can be a study of analogous problems in different ways and different civilizations. The "related" area can also provide a comparative perspective, or an extension of the original Field of Emphasis.

3. 10 units--miscellaneous; anything in the general field of civilizations. It will provide something like General Education <u>within</u> the Area of Concentration.

NOTE: If the 30 course units of the student's Civilization program are all in one area, at least some of the 15 related units or 10 miscellaneous units should encompass another perspective. "Area" here means time, place or mode of approach, e.g., if the 30 units are in contemporary studies, some work in pre-twentieth century should be done. If the 30 units deal only with, say, European history, the student should do some study of another cultural tradition. If the 30 units are all in the history of ideas, some effort should be devoted to the study of institutions, and vice versa.

NOTE: Be sure to see your mentor (and/or Civilizations group advisor) when you reach 120 units, since your planned program of study must be approved by the Civilizations group.

The college requires that you have 60 upper division units to graduate; the Civilizations requirement is that of these 60, 18 units must be in your Area of Concentration.

Recommended for Civilizations students: the two-course sequence, The History of Modern Thought.

There will be a Civilizations seminar open to all Civilizations students, in which a common problem will be viewed from the perspective of the several disciplines, with a two-person faculty team as coordinators. These seminars will be offered several times a year, and students are urged to take at least one seminar as a capstone to their work in Civilizations and summary to their careers in the Small College; when the topic varies, the seminar may be repeated for credit.

ENVIRONMENTAL SCIENCE

Environmental Science, an interdisciplinary Small College Area of Concentration, is designed to give you a firm basis for understanding and defining environmental problems along with the practical skills and experience necessary to find solutions to these problems.

In Environmental Science, you are first introduced to the physical, life and social sciences necessary to comprehend environmental affairs. You will then begin taking the interdisciplinary environmental offerings, ranging from a required environmental perspectives overview to your choice of more detailed treatments of specific topics.

The modules you select will complement your own desires and will result in an emphasis in some particular aspect of Environmental Science, for example, Environmental Management, Ecology, etc. Many other courses will supplement the Environmental Science program--modules within Small College and courses from, for example, the departments of Geography, Earth Science, Biology, Economics, etc.

Environmental Science requires a basic foundation in physics, chemistry, biology, and mathematics in order to understand the fundamental interrelationships in environmental systems and to prepare the student for advanced course work. The initial required modules are Physical Sciences I, II, and III (which include studies in Atomic Structure, Chemical Bonding, Mechanics,

Statistical Thermodynamics, etc.,), College Algebra, Probability and Statistics, BASIC Computer Programming and various modules in geology and biology. The order in which you take these modules will depend on your background and your schedule.

Specific environmental courses begin with the required sequence in Environmental Perspectives. Typical advanced modules offered in the Small College include air pollution, water pollution, solid waste pollution, human demography, energy, biological control, envornmental methods, field problems in habitat ecology, environmental systems, environmental psychology, environmental geology, etc. An interdisciplinary environmental seminar taken by all students will provide a unique culmination to the undergraduate environmental science program.

Students should also take courses related to environmental matters offered by such departments as Earth Science, Economics, Political Science, and Geography.

All students in this Area of Concentration will by the end of their first year design an individual program in consultation with their mentor and the environmental science faculty.

HUMAN STUDIES

The Human Studies Area of Concentration provides a broad, interdisciplinary foundation for the student who is interested in learning about the experience of being human. The Area of Concentration in Human Studies allows you to explore human existence from the perspectives of the social, behavioral and biological sciences.

The Human Studies Area of Concentration will involve a series of courses to be distributed as follows:

A. A minimum of 22 units of core courses from at least two different disciplines to be distributed as follows:

   1. 8 units of introductory courses from at least two of the stated disciplines:

      a. Anthropology
      b. Applied Behavioral Science
      d. Political Science
      e. Psychology
      f. Sociology
      g. Education

      (In addition, courses in History, Economics, Geography, and Interdepartmental Area Studies can be applied. Upon the advice of the Small College Social and Behavioral

Science faculty, some philosophy courses may be considered suitable.)

2. A minimum of 4 units from at least two different disciplines of methodology courses relating to any of the above disciplines.

3. A minimum of 4 units from at least two different disciplines of theory courses relating to any of the above disciplines.

4. A minimum of 6 units from at least two different disciplines of topics courses relating to any of the above disciplines.

B. A minimum of 20 units in one Field of Emphasis which will be designed by the student and his mentor. This may be a cluster of courses in various disciplines directed toward a broader interdisciplinary study, or an individualized specialization, or a major in the traditional academic discipline such as those listed above.

In cases where the student has taken these courses already and has counted them toward the General Education requirement, the course but not its units will be counted to satisfy the requirement for Human Studies.

The Physician's Assistant Program is offered within the Human Studies Area of Concentration. This program is offered jointly by the Small College and Charles R. Drew Postgraduate Medical School. Admission into the program is contingent upon formal acceptance of the student by Drew and successful completion of 32 units of General Education courses in required areas. Interested students should talk to either Barbara Chrispin or Bob Giacosie for more information. The purpose of the program is to train physician's assistants, within the guidelines set forth by the California State Board of Medical Examiners, whose primary function will be to provide direct patient care under the direction and supervision of a physician. Upon completion of the program and certification by the California State Board of Medical Examiners, the graduate is eligible to work in doctor's offices as Assistants to the Primary Care Physician.

SCIENCE, TECHNOLOGY AND SOCIETY

This Area of Concentration is designed both to provide students with a firm foundation in the understanding of science in general, and to offer students insights into the impact of science and technology on society. Depending on individual interests, students may

design their programs in pursuit of a specialized field either in the applications or implications of science. This Area of Concentration includes three basic components: Basic Sciences; Perspectives on Science; and Topical In-depth Studies.

A. Basic Sciences. This component begins with a sequence of interdisciplinary courses in the physical sciences. It is designed to introduce students to the field of natural sciences and the necessary terminology and background for the Basic Science core courses.

The core contents in this component are designed to help students gain a good understanding of one branch of science and to obtain an integrated view of science in general.

There are several topics in each of the following fields: biology, chemistry, mathematics, physics and environmental sciences. While some of the courses are sequential, many of them may be taken in any order. Not all topics are required for all students. The list of all topics is provided so that each student can build an individualized program, using the first topic in each field and a number of other topics to form a coherent program in science.

It is suggested that a student be proficient in at least two topics from each of the fields so that the student will have a basic understanding of these disciplines and/or an extensive program in one or more fields for those students who wish to pursue a specialized field.

B. Perspectives in Science. This component views science in historical and social contexts, and examines the impact of science on society. Students are required to take at least one topic from each of the following areas: Philosophy of Science; History of Science; Impact of Science.

C. Topical In-depth Studies. In addition to the two basic components, students should take a group of topics to form a cohensive in-depth understanding of a field. Some of the possible fields of emphasis can be: Science and Society; Cybernetics; Computer Technology; Science and Human Senses; Environmental Chemistry.

In general, a total of 55 units is required of this area.

	MATHEMATICS	PHYSICS	CHEMISTRY	BIOLOGY	ENVIR. SCIENCE
I	BASIC Programming	Introduction to Physics	Introduction to Chem. & Gas Laws	Heredity & Evolution	Envir. Persp. I,
II	Statistics	Thermodynamics & Transport Systems	Atomic Structure	Heart & Cir. System	Weather & Climate
III	Precalculus	Electricity, Ionization & Electric Conductance	Chemical Bonds	Lungs & Resp. System	Geologic Formation
IV	Methods in Calculus & Differential Eq.	Waves, Light & Spectros-	Solutions & Equilibrium	Limits to Growth	Man & Envir. in Southwest
V		Radiation Effects	Chemical Reactions Kinetics (Chemical)	Fresh Water Biology	Envir. Field Studies
VI		Instrumentation	Molecular Spectroscopy		Envir. Sci. Seminar

Appendix C

TITLES OF THEMATIC PROJECT PROPOSALS APPROVED

A Children's Book
A Comparative Study and Critique of Public Relations Departments Throughout Nationally Known Airlines
A Comparative Study of the Literary Techniques of Virginia Woolf and James Joyce
An American Carnival
An Inquiry Into Schooling: Traditional vs. Alternative Schools
A Rainbow of Activities for Reading Readiness
A Reading Activity to Develop Interest in Reading
A Study to Examine Male Violence Against Women and Propose Some Solutions
Death . . . Certainty
Family Counseling as an Intervention Tool: A Follow-Up Study
Field Study in Water Conditions of a Specific Ecosystem: A Chemical and Biological Study
How Can the Grade Point Average of the EOP Student at CSCDH Be Improved?
Individual Counseling (Crisis Intervention)
Legal Aspects of Property Management, Civil Rights of Tenants
Mankind is One: A Photographic Collection
Needlepoint as an Art Form
Personal Development and Social Orientation for Career Planning
Personnel Management
Philosophical and Spiritual Autobiography entitled "The Jerico Road"
Planning an Early Childhood Center
Political Campaign Analysis
Pressure Groups in American Politics: A Case Study
PSI Evolution
Resources Directory
Samoan and Maori Dancing: Their Forms and Functions in Traditional Polynesian Society and Today
Short Story in Children's Literature
Spiritus Fermenti
Swimming Instruction of a Mentally Retarded Citizen
The Arguments For and Against Darwinism: Evolution in the Last Century
The Cycle of Blackness: A Song Cycle
Therapeutic Value of Dance on Children with Limited Motor Response
Towards the Understanding of Play
Using Folktales as an Alternative Instructional Method in the E.S.L. Program
What Happens to the Educable Mentally Retarded After Schooling?

Appendix D

TITLES OF SELECTED MODULES ILLUSTRATIVE OF

SMALL COLLEGE CURRICULAR INNOVATION

1. Interdisciplinary Modules

Civilizations Seminar: The Great Chain of Being
Dynamics of Urban Problems
Ecology of Marine Habitats
Economics of Environmental Policy
Energy and Life
Environmental Psychology
Evoluation of Man
Hero as Madman: World as Asylum
History in the Teaching of Science
History of Modern Thought
Images of Man: Myth and Reality
Jewish Experience in America
Landscapes of Southern California
Limits to Growth
North American Indian Writings and Beliefs
Origin and Evolution of Life
Pasteur, Disease and the Origin of Life
Philosophic Inquiry Into Science and History
Political Ecology
Portraits of Man Through Film
Psycholinguistics: Language and Thought
The Scientist as Heretic
Social Issues in Education
Social Stereotypes Through Literature
Thought of the Late Renaissance and the 17th Century

2. Team-Taught Modules

Advanced Writing Workshop
Civilizations Seminar: The Great Chain of Being
Ecological Research in the Madrona Marsh
Fieldwork in Clinical/Community Psychology
Images of Man: Myth and Reality
Introduction to Psychology
Landscapes of Southern California
Origin and Evoluation of Life
Physical Science
Psychological Research Methods

Selected Topics in Psychology
Study Skills

3. Complementary (or Linked) Courses

Experience of Death and Dying, and
 Themes of Death and Dying in Literature
Literature of the Late Renaissance and 17th Century, and
 Thought of the Late Renaissance and the 17th Century
Greek Literature, and
 Greek Thought: History, Philosophy and Science

4. Intensity Week Courses

Ancient Civilizations of the Americas: the Mixtec
Civilizations Seminar: The Great Chain of Being
Landscapes of Southern California
Infinite Series
Workshop in BASIC Computer Programming

5. Student-Taught Modules

Ancient Civilizations of the Americas: the Mixtec
Beledi Dancing
Learning to See With the Eye of an Artist
Polynesian Dancing

Appendix E

GENERAL ACADEMIC PROGRESS FORMS

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3. Thematic Project Agreement Sign-Up Card 89
4. Student Academic Program 90
5. Module Description 91

SMALL COLLEGE MODULE SIGN-UP CARD

Name _____ Student ID # _____

_____ _____
Module Code # Module Title

# of Units ☐ G.E. Satisfied _____ _____

Instructor's Signature _____

Grade ☐ Date of Completion _____

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COMMITTEE DISCUSSION OF THEMATIC PROJECT PROPOSAL

RE: Thematic Project Proposal from _____

entitled _____

(received on _____), under the advisement of _____

_____.

ON _____ the Thematic Project Committee met to review the above proposal for the (first) (second) time, making the following observations:

☐ The proposal is in order, the unit distribution indicated appears to be appropriate (though of course no units are "approved" until the project is completed), and we approve the proposal as it stands for 2 UNITS .

☐ The project idea described appears perfectly valid; but we need to see further specification of the following before we can finally approve the project proposal:

☐ Background of project
☐ Research to be completed
☐ Coursework to be included
☐ Objectives of project
☐ Fieldwork to be completed
☐ Proposed unit breakdown

☐ We have the following specific questions about this proposal:

1)

2)

3)

4)

MEMBERS PRESENT:

_____
Thematic Committee Chairperson

Thematic Project Agreement Sign-Up Card

Student's Name _____ Qtr._____Year_____

Thematic Project Title _____

Circle one: Proposal Fieldwork/research Final Product

Sign-up Agreement	Final Evaluation
# Units Contracted ☐	Actual # Units Earned This Qtr ☐
_____ Advisor's Signature	Grade ☐ _____ Advisor's Signature

Quarter_____

SMALL COLLEGE ADVISEMENT FORM
STUDENT ACADEMIC PROGRAM
California State College, Dominguez Hills

Last Name First Middle Student File No.

Street Address City Zip Telephone

Area of Concentration Thematic Project Advisor

Total units completed by the end of this quarter:

General Education
Humanities ___
Social Science ___
Natural Science ___
Basic Subjects ___
Electives ___

Area of Concentration
_____

Thematic Project
_____

TOTAL UNITS _____

Number of units with SP grades____. List course names:_____
_____
_____

SCHEDULE FOR THIS QUARTER
(include large college classes)

Module Code	Title	Units	Requirement Satisfied

MODULE DESCRIPTION

Title_____ Instructor_____

Quarter_____ __ Lengths: 5 10 Other___ Units___ Upper Div.___ Lower Div.____

Begins: First 5 weeks _____ Second 5 weeks _____

Satisfies: General Education: NS SS Hum Bas Subj Hist/Inst

Area of Concentration: Civ S,T & S Hum St Env St

Are there prerequisites to this course? Specify_____

Two line description:

_____

_____

Full catalog description: (continue on back if necessary)

_____

_____

Maximum class size_____ Meets for ___ hours ___ times a week.

Does this class offer a Writing Adjunct? _____

List time preferences and any constraints that should be considered in scheduling, such as conflicts with other classes to be avoided, off-campus and non-classroom commitments, etc.

Appendix F

PRE-GRADUATION ADVISEMENT FORMS

1. General Education 94
2. Area of Concentration: Civilizations 95
3. Area of Concentration: Human Studies 96
4. Area of Concentration: Science, Technology and Society . 97
5. Thematic Project 98
6. Electives and Total Unit Breakdown 99

94

Catalog Requirements
Qtr._____Year_____

___Office
___Graduation
___Mentor
___Student

☐ Preliminary (handwritten)
☐ Final (typewritten)

SMALL COLLEGE GENERAL EDUCATION ADVISEMENT FORM
California State College, Dominguez Hills

PART A: STUDENT DATA

Last Name _____ First _____ Middle _____ Student File No. _____

Street Address _____ City _____ Zip _____ Telephone _____

Mentor_____ Area of Concentration_____

PART B: COURSE REQUIREMENTS

1. Modules totaling at least 8 units, from two fields, and from each of these areas:

	Code #	Course Title	Units
a. Humanities	____	_____	____
	____	_____	____
	____	_____	____
b. Social Sciences	____	_____	____
	____	_____	____
	____	_____	____
c. Natural Sciences	____	_____	____
	____	_____	____
	____	_____	____

2. 12 units in Basic Subjects (including a minimum of three writing adjuncts):

Writing Adjuncts	____	_____	____
	____	_____	____
	____	_____	____
	____	_____	____
Other Basic Subjects	____	_____	____
	____	_____	____
	____	_____	____
	____	_____	____
	____	_____	____

3. An additional 12 units from #1 and #2 (to make a total of 28 units in #1 and #2)
4. Elective modules to total 60 units:

____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____
____	_____	____

5. Further Requirement in American History, Constitution, and State and Local Government: indicate how completed _____

PART C: ADVISOR'S APPROVAL. Upon completion of this program by the student, the General Education Requirements are satisfied.

APPROVED: _____ DATE: _____

Catalog Requirements
Qtr._____Year_____

___Office 95
___Graduation
___Mentor
___Student

SMALL COLLEGE ADVISEMENT FORM
AREA OF CONCENTRATION: CIVILIZATIONS
California State College, Dominguez Hills

☐ Preliminary (handwritten)
☐ Final (typewritten)

PART A: STUDENT DATA

Last Name _____ First _____ Middle _____ Student File No. _____

Street Address _____ City _____ Zip _____ Telephone _____

Mentor_____ Field of Emphasis_____

PART B: COURSE REQUIREMENTS

1. Modules totaling at least 30 units in a "Field of Emphasis":

Code #	Course Title	Units
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. At least 15 units in modules related to the "Field of Emphasis":

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Elective modules in the general area of Civilizations to total 55 units:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART C: ADVISOR'S APPROVAL. Upon completion of this program, the Area of Concentration requirements are satisfied.

APPROVED: _____ DATE: _____

Catalog Requirements
Qtr _____ Year_____

___Office
___Graduation
___Mentor
___Student

SMALL COLLEGE ADVISEMENT FORM
AREA OF CONCENTRATION: HUMAN STUDIES
California State College, Dominguez Hills

☐ Preliminary (handwritten)
☐ Final (typewritten)

PART A: STUDENT DATA

Last Name _____ First _____ Middle _____ Student File No. _____

Street Address _____ City _____ Zip _____ Telephone _____

Mentor_____ Field of Emphasis_____

PART B: COURSE REQUIREMENTS

1. Required modules:

Code #	Course Title	Units

2. Elective modules:

Additional courses may be recorded on back. Please check here if doing so: ☐

PART C: ADVISOR'S APPROVAL. Upon completion of this program, the Area of Concentration requirements are satisfied.

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APPROVED: _____ DATE: _____

Catalog Requirements
Qtr. _____Year_____

____Office 97
____Graduation
____Mentor
____Student

☐ Preliminary (handwritten)
☐ Final (typewritten)

SMALL COLLEGE ADVISEMENT FORM
AREA OF CONCENTRATION: SCIENCE, TECHNOLOGY AND SOCIETY
California State College, Dominguez Hills

PART A: STUDENT DATA

Last Name First Middle Student File Number

Street Adress City Zip Telephone

Mentor _____ Field of Emphasis _____

PART B: COURSE REQUIREMENTS (totaling at least 55 units)

1. Basic Sciences (totaling at least 25 units)

Code #	Course Title	Units

2. Perspectives in Sciences (totaling at least 10 units)

Code #	Course Title	Units

3. Topical in-depth Studies (totaling at least 12 units)

Code #	Course Title	Units

PART C: ADVISOR'S APPROVAL. Upon completion of this program, the Area of Concentration requirements are satisfied.

APPROVED: _____ DATE: _____

Catalog Requirements
Qtr._____Year_____

___Office
___Graduation
___Mentor
___Student

SMALL COLLEGE THEMATIC PROJECT
ADVISEMENT FORM
California State College, Dominguez Hills

☐ Preliminary (handwritten)
☐ Final (typewritten)

PART A: STUDENT DATA

Last Name _____ First _____ Middle _____ Student File No. _____

Street Address _____ City _____ Zip _____ Telephone _____

Thematic Project Committee Members:
1. _____, Chairperson
2. _____
3. _____

Area of Concentration: _____

Mentor: _____

PART B: PROJECT DETAILS

Topic: _____

	(Code #)	Course Title or Activity	Units
1. Thematic Proposal			
2. Thematic Coursework			
3. Thematic Fieldwork/ Research			
4. Final Project			

PART C: ADVISOR'S APPROVAL. Upon completion of this program, the Thematic Project Requirements are satisfied.

APPROVED: _____ DATE: _____

Catalog Requirements
Qtr._____Year_____

___Office 99
___Graduation
___Mentor
___Student

☐ Preliminary (handwritten)
☐ Final (typewritten)

SMALL COLLEGE ADVISEMENT FORM
ELECTIVES AND TOTAL UNIT BREAKDOWN
California State College, Dominguez Hills

PART A: STUDENT DATA

_____ _____ _____ _____
Last Name First Middle Student File No.

_____ _____ _____ _____
Street Address City Zip Telephone

Mentor_____

PART B: ELECTIVES

Code #	Course Title	Units
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART C: TOTAL UNIT BREAKDOWN

	Units
GENERAL EDUCATION	
AREA OF CONCENTRATION: _____	
THEMATIC PROJECT	
ELECTIVES	_____
	TOTAL

Appendix G

GRADUATION-CHECK PROCEDURES

1. The student assistant will prepare a list of students who have over 150 units as of the end of Winter quarter, 1975, based on the Small College Records.

2. The director of Instruction will obtain copies of each student's Permanent Record Card (PRC) from the Admission and Records Office.

3. Letters will be sent to each of these students explaining to them the importance of this matter and asking them to fill out a set of graduation forms and return it to the student assistant.

4. The student assistant will check the accuracy of the graduation advisement form against the student's PRC. After the verification of the course list, these forms will be sent through the appropriate Area of Concentration group for comments.

5. The mentor will receive the student's graduation forms with the Area of Concentration comments and make any adjustments he/she feels necessary. The finalized graduation advisement forms will be typed, signed and returned to the Grading and Graduation Committee.

6. The Grading and Graduation Committee will make the final review of these forms before sending them to the Admission and Records Office for processing.

Appendix H

GRADING POLICIES

The Small College follows the California State College, Dominguez Hills institution-wide grading policy. This provides for a maximum of 32 units of "Credit", without traditional letter grades; the rest of your program, if there is no change in present policy, will be graded with traditional letter grades (A, B, C, D, F).

CREDIT / NO CREDIT OPTION

Of the 32 units which may be taken for "Credit", the Small College faculty requires that six (6) be used for the Writing Adjunct. The faculty believes that these 32 "credit" units provide an extremely important opportunity for you.

Students entering the Small College as freshmen are advised to take all courses in their first quarter for Credit/No Credit. By exercising this option, they will have the opportunity to become accustomed to and feel at home in the Small College, especially with its flexibility, its self-paced system, and its opportunities for student acceleration and independence. We suggest that first quarter freshment taking this option limit their first quarter's program to fifteen (15) units, although after consulting with their mentors, they may take more. All Credit/No Credit units taken under this option are considered a part of the 32 unit limit.

MODULE EXTENSIONS

All the work for a course should normally be completed at the conclusion of the course unless special and specific arrangements are made with the instructor.

The completion date for the course may be extended generally up to two (2) quarters, not including summer quarter. (This means that if you start a course in the Fall quarter, you have up to the Spring quarter to finish the course if you contracted for an extension.) A Module Extension Agreement Form must be filled out by you, signed by the instructor, and handed to him or her in order for you to remain officially enrolled in the course. You will then receive a grade of "SP" for the course at the conclusion of the quarter and an appropriate grade will be given only when all the required work for the course is completed.

<u>If, by the end of the quarter in which a course is offered, you do not drop an uncompleted course (see Adding and Dropping), and you do not fill out a Module Extension Agreement Form, your instructor may assign a grade of "NC" (no credit).</u>